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ABSTRACT

Intended for use by local units of the Association for Retarded Citizens, the manual is a guide to holding an 8-hour workshop to 1) motivate members to become involved in seeking new jobs for retarded people, and 2) training these volunteers in modern sales techniques to use in approaching employers. The first section contains information for preparing for the session including suggestions for who should participate, the size of the workshop, the workshop setting, materials needed for the workshop, personnel needed to conduct the workshop, preparing presentations, staying on schedule, and the workshop timeframe. The second section contains specific guidelines and workshop materials, including scripts for oral and audio-visual presentations and guidelines for group activities. A detailed agenda is provided. Each activity is preceded by a summary sheet which includes purpose and steps involved. This is followed by a script and copies of the other materials needed. Among activity titles are the following: "Job Development and Job Placement," "The Salesperson's Image," "Getting Qualified Appointments," "Analyzing a Sales Presentation," and "Handling Objections," (DB)

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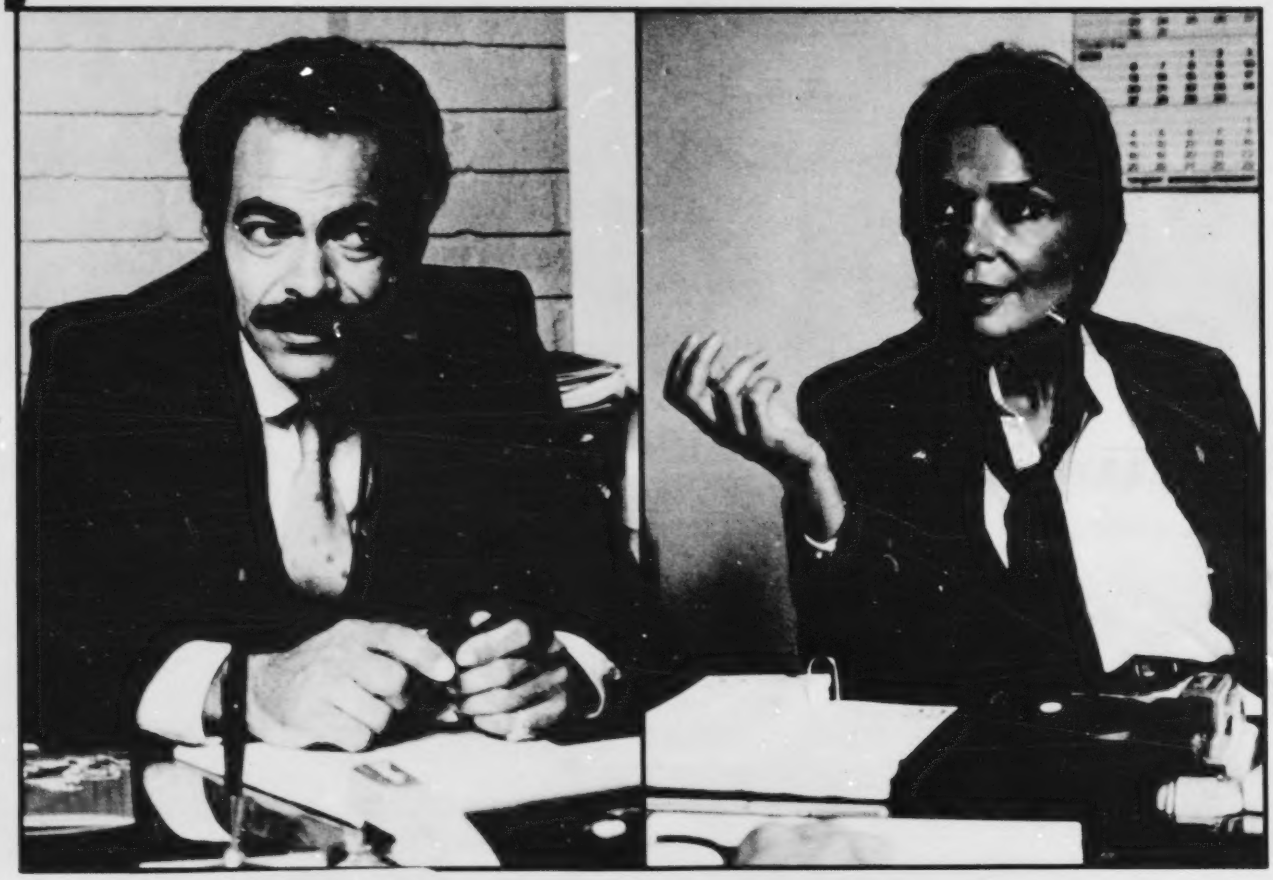
JOB DEVELOPMENT WORKSHOP
TRAINER'S MANUAL

a modern sales approach for creating new job opportunities



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EC150302

JOB DEVELOPMENT WORKSHOP

A training program designed to prepare volunteers to create new job opportunities for mentally retarded people.

This workshop was developed through grants from The Prudential Foundation and The Charles E. Merrill Trust.

ARC National Research and Demonstration Institute
2501 Avenue J, Arlington, Texas 76011

1982

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INTRODUCTION

Creating employment opportunities for people who are mentally retarded has been a longstanding priority of the Association for Retarded Citizens. Over the years, the ARC has addressed this challenge on a variety of fronts, including legislation, public education and recognition of employers who have opened their doors to retarded citizens. We've left the task of approaching and convincing employers to hire mentally retarded persons to vocational rehabilitation professionals.

But, times are changing. New technology is making some of the routine jobs that retarded people have traditionally filled obsolete. As the economy becomes tighter, the competition for available jobs is increasing. And, budgetary cutbacks mean that vocational rehabilitation specialists -- many of whom already have excessive caseloads -- are being spread thinner and thinner.

These trends have clear implications for mentally retarded men and women who have the skills and the desire needed to succeed in competitive employment. Unless ARC volunteers take a more active role, many work-ready retarded people will be faced with a rather grim future -- enforced idleness, nonproductivity and ongoing financial dependence.

There <u>is</u> something that ARC units can do about this situation. Local volunteers are an untapped source of personpower that can be mobilized into an effective job development team, approaching prospective employers and convincing them

that hiring retarded people "isn't kindness...it's good business!"

This is a new and challenging role for the volunteer. However, it's timely, feasible and needed.

This workshop is designed to assist your ARC local unit in launching an effective job development program. The workshop has two basic goals: (1) motivating your members to become involved in seeking new jobs for retarded people; and (2) training these volunteers in modern sales techniques that they can use in approaching individual employers. While a variety of other job development strategies are discussed, the focus is in the face-to-face "sales interview."

The techniques presented are based upon those used by modern sales professionals. Because the idea of selling anything is rather intimidating to most people, many of your members may feel skeptical about their ability to contribute. However, there's nothing magic about sales. It's not an "art" -- it's a set of skills that most people can learn and put into practice.

The purpose of this manual is to provide you with detailed instructions for conducting an eight-hour Job Development Workshop. The first section includes information to assist you in preparing for a training session. The second part of the manual contains specific guidelines and workshop materials, including scripts for oral and audio-visual presentations and guidelines for group activities. A detailed agenda is provided to assist you in staying within the time

limits for each activity and its subparts. Every activity is preceded by a summary sheet which gives its purpose and an outline of the steps that are involved. This is followed by a script and copies of the other materials that you will need. More detailed instructions are included within some of the scripts in black bordered boxes.

We hope that you will use this manual to conduct one or more workshops for your unit. The sales approach presented works in business and industry, and it can work for your ARC.

Brian M. McCann, Ph.D., Director

Max R. Addison, M.A., Program Services Consultant

ARC National Research and Demonstration Institute

SECTION I

PREPARING FOR THE WORKSHOP

PREPARING FOR THE WORKSHOP

Overview of Workshop Activities

The workshop curriculum consists of a series of brief lectures, audio-visual presentations, and small and full group activities. These components are sequenced so that the activities build upon one another. The workshop begins with a general discussion of job development and job placement, and then moves to an in-depth look at a systematic approach to identifying, contacting and "selling" individual employers. This is followed by a discussion of how to establish an effective ARC Employment Committee, and the workshop concludes with an upbeat film on employment.

The following activity descriptions are intended to provide you with a capsule overview of the workshop:

- Activity I: Background and Overview of Workshop (pages 19-27). You open the workshop with a stage-setting presentation. Participants then rate themselves on their degree of commitment to creating new job opportunities and the level of confidence they feel in their ability to "sell" employers. After the participants introduce themselves and give their ratings, you conclude with a walk-through of the workshop agenda.

- Activity II: Job Development and Job Placement (pages 29-33). This brief presentation provides important background information which supplies a frame of reference for some of the subsequent activities. You begin

by distinguishing between job development and job placement, and then discuss some general types of job development activities, including face-to-face meetings with prospective employers.

- Activity III: Audio-visual Presentation: "A Refreshing Alternative" (pages 35-47). This slide/tape presentation highlights the advantages of hiring retarded people, and illustrates the kind of job development tools that are available to ARC local units. After introducing and showing this audio-visual, you briefly discuss how it can be used to elicit interest among potential employers in the community.

- Activity IV: The Salesperson's Image (pages 49-55). Many people have negative stereotypes of salespeople, and cannot imagine themselves in a sales role. The first part of this small group activity is designed to help "clear the air" by giving participants a chance to surface some of their negative views. They then identify desirable characteristics that coincide with the positive image that the modern sales professional strives to achieve. You conclude the activity with a brief presentation which lists some positive attributes of the salesperson of the 1980s and identifies several common fears which successful salespeople must overcome.

- Activity V: Strategies for Identifying Prospective Employers (pages 57-65). The focus now moves to the first part of our three-phase sales approach, known as "prospecting." The remaining phases -- getting appointments with qualified prospects and making the actual sales presentation -- are covered in subsequent activities. In this presentation you define what's meant by a "qualified prospect," and then discuss eight methods for identifying potential employers.

- Activity VI: Getting Qualified Appointments (pages 67-75). Once prospective employers have been identified, the next step involves obtaining appointments for face-to-face meetings. Your presentation discusses written and telephone contacts in some detail, including a series of pointers for making an effective approach.

- Activity VII: Audio-visual Presentation: "Selling Ideas/Getting Jobs" (pages 77-92). This slide/tape deals with the third phase of our sales approach, the face-to-face sales interview. It introduces a seven-step technique used in modern sales. After the slide show, you present some additional suggestions for making a successful presentation.

- Activity VIII: Analyzing a Sales Presentation (pages 93-102). This small group activity gives participants

a chance to begin applying what they've just learned about conducting a systematic sales interview. After listening to a taped segment of a simulated interview between a volunteer and a prospective employer, the groups use a transcript of the session to identify strengths and weaknesses of the sales presentation.

- Activity IX: Handling Objections (pages 103-108). The success of a sales interview often hinges on the manner in which the salesperson handles objections raised by the prospect. You begin with a presentation on how to effectively cope with concerns that a prospective employer may raise. The full group then engages in a brief, two-part "brainstorming" activity in which they identify some potential objections and suggest ways in which they might be handled.

- Activity X: Getting Started (pages 109-114). Now that you've covered the three-phase sales approach, you discuss how to go about establishing an active Employment Committee within your ARC. You also present some ways in which successful salespeople overcome three common fears (fear of the unknown, fear of rejection and fear of failure) that are common to the profession. At the end of the activity, participants again rate the degrees of commitment and confidence they feel now that they've been exposed to the training.

- Activity XI: Audio-visual Presentation: "The Hidden Resource" (pages 115-125). This film, produced by the ARC's national On-The-Job Training Project and the U. S. Department of Labor, illustrates the variety of jobs that retarded people can fill. It also shows the enthusiastic reactions of a series of employers who have hired retarded workers. It's an "upper," and should help to end the workshop on a positive note. After showing the film, you discuss any changes in the pre- and post-training commitment and confidence ratings, and conclude with some brief comments.

Who Should Participate

This workshop is designed to train ARC members in sales-oriented job development techniques and to motivate them to establish an active Employment Committee. Some people may not feel comfortable in making direct presentations to prospective employers. However, as discussed in Making Job Opportunities for Mentally Retarded People a Reality..., there are other valuable roles that these individuals can play.

You should have as many members as possible participate in the training program. Some of the trainees will want to be members of an Employment Committee. Others will decide that they don't have the time to become actively involved, or that they simply aren't interested. However, the time spent in training the latter group is still well spent.

They will at least have a good understanding of what the Employment Committee is doing and, hopefully, will promote and support its efforts.

You should inform as many members of your unit as possible of your intent to conduct a Job Development Workshop. Announcements at membership meetings and articles in your local newsletter are two obvious ways of accomplishing this. Ask people who are interested in attending to contact you. You will need to get a fairly accurate head count in order to plan your training session.

Size of the Workshop

The Job Development Workshop will be most effective with 25 to 35 participants. This size lends itself to an informal atmosphere in which participants have an opportunity to ask questions and give input during activities which involve the full group.

We suggest that you have four groups of approximately six to eight persons each for the small group activities. The groups can be constituted through the seating arrangement in the training room. Use round tables which can comfortably seat six to eight participants. Each table will comprise a team for the small group activities.

If you're fortunate enough to have more people wanting to attend than you can comfortably accommodate in a single session, schedule several workshops.

The Workshop Setting

You may decide to hold the workshop at your unit's

office or to obtain space from a school, church or other community resource. The important thing is that you have a room which will comfortably seat the participants. You certainly don't want to crowd them, but a room that is too large can result in a cold, barn-like atmosphere.

In selecting a room for the session, be sure that the round tables can be sufficiently separated to permit your groups to discuss a task without disturbing one another. Allow ample space for a table at the front which the trainers can use, and ensure that there is enough room to situate the slide and movie projectors and screen (at least 6'x6') so that the audio-visuals can be easily seen by all participants. It must also be possible to darken the room when you show the movie and the slide presentations.

Materials Needed for the Workshop

You will need a set of handout materials for each participant. An extra set accompanies this manual so that you can duplicate sufficient copies for the workshop. Handouts JDW-1, 2, 3, 4, 6, 7, 8, 9, 10 and 14 should be put at the participants' places before the session. The remaining handouts (JDW-5, 11, 12 and 13) will be distributed during the workshop.

Each participant should also have a copy of Making Job Opportunities for Mentally Retarded People a Reality... at his or her place. Copies can be obtained from the ARC National Research and Demonstration Institute. This publication was

funded through a grant from The Prudential Foundation, and copies will be provided free of charge until the initial supply is exhausted. The publication will then be reprinted and sold to ARC units at cost. When ordering complimentary copies, try to be realistic in terms of the number that you will need. If you have copies left over, we'd appreciate your returning them to the Institute so that someone else can use them.

The audio-visuals used in the workshop are loaned on an as-needed basis. You should determine their availability before setting a date for your training session, and request them well in advance. The materials that you will need are:

- the slides and audio tracks for "A Refreshing Alternative" and "Selling Ideas/Getting Jobs";
- the audio tape for Activity VIII; and
- the film, "The Hidden Resource."

These items can be obtained from the ARC's national Institute. The OJT Project field offices and most ARC state units also have copies of "The Hidden Resource" and "A Refreshing Alternative" which you should be able to borrow.

You will also need to obtain the following equipment and materials for the workshop:

- a 16mm sound movie projector for showing "The Hidden Resource";
- a large 16mm take-up reel;

- a 35mm carousel slide projector with automatic focusing (carousel slide trays will be provided with the slide shows);
- an audio cassette tape recorder with synchronization capacity for the audio portions of the slide shows and the Activity VIII audio tape;
- a small flashlight which the projectionist can use in reading the slide show scripts if a synchronized tape player cannot be obtained;
- a hand calculator to compute pre- and post-training participant ratings;
- a pad and pencil for each participant;
- a folder for each participant containing all handouts except JDW-5, 11, 12 and 13.
- a large newsprint pad (28"x36") and easel for the trainers to use to record participant feedback in Activities IV, VIII and IX;
- a roll of masking tape so that full sheets of newsprint can be attached to the wall and seen during the small and full group activities; and
- felt-tip pens for the trainers to use when recording participant feedback on the newsprint.

As in any workshop, arrangements should also be made for water pitchers, glasses and ash trays. You will probably want to

have coffee available for the breaks.

Personnel Needed to Conduct the Workshop

If possible, two persons should conduct the workshop. This will prevent over-exposure of one individual. The detail work of distributing handout materials and providing clarification of instructions during small group sessions can also be shared.

If you have an Orientation and Training Committee, the Association's president can ask two members to conduct the session. In the absence of such a committee, you can no doubt identify two individuals in your ARC unit who have experience and/or interest in running workshops.

Preparing for Your Presentations

In getting ready for the workshop, you should become thoroughly familiar with the contents of this manual. Making Job Opportunities for Mentally Retarded People a Reality... should also be carefully studied.

Although scripts are provided for all presentations, you may want to modify the wording to fit your style of speaking. However, you should not alter the basic content or leave out bits of information.

It may be helpful to prepare and speak from an outline of each presentation. This will make your delivery a bit more spontaneous than it would be if you read the presentations. You can thus avoid negative participant reactions to "being read at."

There is one exception to the "don't read word-for-word" rule. You should, as noted in the instructions for Activity VIII, read the printed instruction sheet aloud, asking the participants to read along silently. This will help to ensure that all members of the group have a clear understanding of the task.

Run through the audio-visual presentations a day or two before the workshop. This will give you a chance to be sure that there are no breaks in the film and that all of the slides are in the correct order (we hope that you won't encounter problems of this type). It will also enable you to check out the projection equipment.

Scripts for the slide shows are included in the appropriate sections of this manual. In the event that you can't obtain a cassette machine with synchronization capacity -- or if your equipment doesn't function properly -- one of the trainers will need to advance the slides manually while the soundtrack plays. Cues for advancing the slides are included in the scripts.

Providing Opportunities for Questions

As you will see when you read the second section of this manual, you will be presenting a lot of information, much of which will be new for most participants. It is thus important to allow a few minutes for questions after each presentation.

You will need to control the amount of time devoted to questions and answers in order to stay on schedule. It may be

necessary to postpone answering highly detailed questions from a member of the group until a break or after the workshop, when you can meet with the individual without taking up the time of the other participants.

Occasionally you may find a participant who wants to play "one-upsmanship" with you by arguing or debating the validity of some of the information you present. For example, someone may advocate a different approach to selling than the one you are presenting (there is, as we point out later, no single, "correct" approach). Don't get defensive. Acknowledge that there are a wide variety of approaches that can be taken, and that the workshop presents a series of strategies that have proven to be successful in contemporary sales. Once again, suggest that the person meet with you outside of the general session to discuss his or her position. Nothing can dampen a group's enthusiasm and interest faster than listening to a long and negative discourse by a fellow participant who wants to take off on an "ego trip."

Staying on Schedule

The time allocations in the Detailed Workshop Schedule indicate approximate time requirements. However, you should stick as closely as possible to the overall time allowed for each activity in order to maintain participant interest and motivation.

Show your intent to stay on schedule by starting the workshop promptly. Don't let the breaks extend beyond the

time allotted. And, as suggested earlier, keep questions and answer sessions within the approximate time limits.

It should be noted that the times allocated for small group reports in Activities IV and VIII assume that there will be four groups. If you have more or fewer groups, you may need to make a slight adjustment in the time schedule.

Timeframe for the Workshop

Because the activities are interrelated, we recommend that the workshop be conducted in a single day. As you will note, the participant agenda (Handout JDW-2) suggests beginning at 9:00 AM and adjourning at 4:45 that afternoon (you will need to retype the agenda if you elect to use a different timeframe).

Unless you absolutely cannot avoid doing so, we suggest that you do not spread the workshop over two separate time periods (e.g, consecutive Friday evenings). This kind of a "break" will likely cause participants to lose their "momentum," thereby reducing the effectiveness of the training.

We've found that persons conducting workshops sometimes try to save time by eliminating one or more activities. We urge you not to do this. The activities are designed to build on one another, and this type of "false economy" will also reduce the workshop's impact.

SECTION II

SPECIFIC INSTRUCTIONS AND SCRIPTS FOR WORKSHOP ACTIVITIES

DETAILED WORKSHOP TIMETABLE

This schedule is provided to assist the trainers in maintaining the basic workshop schedule.

Time	Activity	Materials
MORNING SESSION		
30 min.	PRESENTATION: BACKGROUND AND OVERVIEW OF WORKSHOP • Background presentation (6 min.) • Participant ratings and introductions (15 min.) • Workshop overview (2 min.) • Questions and report of average ratings (7 min.)	JDW-1 JDW-2
10 min.	PRESENTATION: JOB DEVELOPMENT AND JOB PLACEMENT • Presentation (5 min.) • Questions (5 min.)	JDW-3
15 min.	SLIDE SHOW: "A REFRESHING ALTERNATIVE" • Introductory comments (1 min.) • Slide show (10 min.) • Followup comments (4 min.)	JDW-4
20 min.	BREAK	
70 min.	SMALL GROUP ACTIVITY: THE SALESPERSON'S IMAGE Part I: Negative Stereotype • Introductory comments (2 min.) • Group activity (15 min.) • Group reports (12 min.) Part II: Positive Characteristics • Introductory comments (1 min.) • Group activity (15 min.) • Group reports (12 min.)	JDW-5

Time	Activity	Materials
MORNING SESSION		
	• Closing comments (3 min.) • Questions (10 min.)	
20 min.	PRESENTATION: STRATEGIES FOR IDENTIFYING PROSPECTIVE EMPLOYERS • Presentation (10 min.) • Questions (10 min.)	JDW-6
75 min.	LUNCH	
AFTERNOON SESSION		
15 min.	PRESENTATION: GETTING QUALIFIED APPOINTMENTS • Presentation (7 min.) • Questions (8 min.)	JDW-7 JDW-8
25 min.	SLIDE SHOW: "SELLING IDEAS/ GETTING JOBS" • Introduction (2 min.) • Slide show (10 min.) • Followup presentation (8 min.) • Questions (5 min.)	JDW-9
80 min.	SMALL GROUP ACTIVITY: ANALYZING A SALES PRESENTATION • Introduction (2 min.) • Audio tape (10 min.) • Group activity (30 min.) • Group reports (20 min.) • Solution (10 min.) • Questions (8 min.)	JDW-10 JDW-11 JDW-12
20 min.	BREAK	
35 min.	FULL GROUP ACTIVITY: HANDLING OBJECTIONS • Introductory presentation (5 min.) • Group activity (20 min.) • Followup comments (2 min.)	--

Time	Activity	Materials
AFTERNOON SESSION		
	• Questions (8 min.)	
25 min.	PRESENTATION: GETTING STARTED	JDW-13
	• Presentation (7 min.)	
	• Participant ratings (10 min.)	
	• Questions (8 min.)	
25 min.	FILM: "THE HIDDEN RESOURCE"	JDW-14
	• Introduction (2 min.)	
	• Film (20 min.)	
	• Concluding comments (3 min.)	
	ADJOURN	

Activity I: BACKGROUND AND OVERVIEW OF WORKSHOP

Purpose: To provide background information on the project, obtain pre-training commitment and confidence ratings, and orient participants to the day's activities.

Steps for Trainer:

step one - Give the background presentation.

step two - Ask the group to complete the Participant Rating Form (handout JDW-1). Then, have the participants introduce themselves and give their commitment and confidence ratings.

step three - One trainer gives the workshop overview presentation while the other member of the training team computes average ratings for the group.

step four - Give the average commitment and confidence ratings, and allow a few minutes for questions.

Materials:

- Handout JDW-1 (Participant Rating Form)
- Handout JDW-2 (Participant Agenda)

Total Time: 30 minutes

BACKGROUND AND OVERVIEW OF WORKSHOP

Background

It's my pleasure to welcome you to what I am confident will be an exciting and productive workshop. We're going to be presenting you with a systematic approach for meeting a critical need in our community: creating meaningful job opportunities for mentally retarded men and women.

The political, economic and social changes which are shaping the 1980s underscore the need to maximize the economic and personal self-sufficiency of all American citizens, including persons who are mentally retarded. Retarded people have clearly demonstrated their value in both the public and private employment sectors. For example, as early as 1968 a study cited by the President's Committee on Mental Retardation found that the approximately 5,000 retarded persons employed by some 40 federal agencies received a higher percentage of outstanding performance ratings than any other government workers. By the same token, a 1974 survey conducted by a major national department store chain revealed that supervisors in 93 of its outlets rated 85% of their retarded employees as "good" to "excellent."

The ARC's highly successful national On-The-Job Training Project is just one more example of what retarded people can accomplish if given an opportunity to prove their worth. As a result of this program, thousands of large and small businesses across the country have hired over 29,000 mentally retarded men and women.

The reaction of these employers has been positive and enthusiastic. In fact, a number of large companies have been so impressed by what retarded workers can contribute to their efforts that they have established corporate policies which actively encourage their branches throughout the country to hire these handicapped citizens. I'm talking about companies that we've all heard of, including American Motors, Sears, J. C. Penney, Coca-Cola, Marriott, Rodeway Inn, Pitney-Bowes, McDonnell Douglas, Ramada Inn and Woolworth.

Hiring people who are retarded not only benefits business and industry -- it also contributes to the establishment of a sound national economy. Studies have consistently shown that the future earnings and the taxes paid by retarded people far outweigh the cost of their habilitation. Compare this to the expense of institutional care, which cost taxpayers $78 per day as of July 1981, and you'll see that employment of retarded people <u>is</u> a good investment in our nation's future. And, let's not overlook what employment means to a retarded person -- a "real job," a regular paycheck, and a sense of dignity and personal worth.

But, I don't need to convince you. We do, however, need to convince the many employers in our area who have never hired a retarded person -- and <u>won't</u> unless we show them that "it isn't kindness...it's good business."

Why should we, as ARC volunteers, involve ourselves in creating job opportunities for retarded people? After all,

there are vocational rehabilitation professionals who do this on a full-time basis.

Well, if you stop and think about it, the answer to that question is fairly clear. In most instances, these professionals have excessively large caseloads. As a result, they may place people who are retarded in traditional jobs which don't allow them to realize their full vocational potential. And, they often tend to return to employers who have already demonstrated their willingness to hire retarded individuals rather than opening up new job vistas.

Let me emphasize that I am not condemning these dedicated professionals. I'm simply pointing out a reality. They're already spread too thin, and there's a good chance that we will see further government cutbacks that will spread them even thinner!

That's where we come in. ARC volunteers are a natural source of manpower and talent to assist in creating new jobs for people who are mentally retarded. Many of our members are business men and women who have solid contacts and credibility among their colleagues. Many business people know about our Association and what we're trying to accomplish for retarded citizens. And, who knows mentally retarded people and their vocational potential better than we do?

Recognizing the valuable role that ARC members can play in creating new jobs, the ARC National Research and Demonstration Institute obtained a grant from the Prudential Foundation

to produce Making Job Opportunities for Mentally Retarded People a Reality..., a publication on volunteer involvement in job development and job placement activities. The grant also enabled the Institute to produce a slide show to help convince employers to hire retarded citizens.

The purpose of this workshop, which was developed through a followup grant from The Prudential Foundation and support from The Charles E. Merrill Trust, is to build and expand upon the information presented in Making Job Opportunities for Mentally Retarded People a Reality.... Today we will be presenting you with a systematic approach to "selling" job-ready retarded people to employers in our community. The techniques that we will be discussing are based on those used by modern sales professionals. The approach has proven its worth in the commercial world -- and it will work for us!

In just a moment, I'm going to give you a capsule overview of the workshop activities. Before doing so, I'd like each of you to turn to the Participant Rating Form at the front of your materials packet and to complete the rating scales by indicating the extent to which you now feel committed to creating new job opportunities for retarded people, and how confident you are at this point in your ability to "sell" employers on hiring retarded men and women. Please use whole numbers when you rate yourselves -- a "6" or a "7" rather than "6½."

Allow the participants two or three minutes to complete their ratings, and then start the introduction process.

I'd like each of you to introduce yourselves by giving your name and the numerical ratings you decided upon. We'll compute group averages for commitment and confidence levels and give these to you so that we can all see how we stand now. I'll ask you to rate yourselves again at the end of the workshop so we can see how comfortable you feel after you've completed the training. Let's start the introductions.

> One of the trainers should record the commitment and confidence ratings, and compute the pre-training group averages during the following overview of the remaining workshop activities.

Now, if you will turn to your workshop agendas, Handout JDW-2, I'll give you an overview of our activities during the remainder of the workshop.

In just a few minutes we'll look at the two basic types of activities involved in obtaining work opportunities for people who are retarded: job development and job placement. We'll also see one of the audio-visual resources that we can use in generating employer interest.

Since our focus is on direct, face-to-face sales interviews with prospective employers, we will then have a small group activity which will provide an opportunity to surface some of the traditional stereotypes of the salesperson in our society, and to contrast these with the positive image that the modern sales professional strives to convey.

Next, we'll move directly into the three-phase approach to "selling" employers. We'll start with a presentation dealing with the first phase, identifying prospective em-

ployers in our community. We'll then discuss the second phase in the process, getting an appointment for a sales interview.

At that point, we'll be ready for the third and crucial phase: the sales interview. We'll begin covering this phase with a slide show which presents a systematic, seven-step approach to conducting a sales interview. We'll follow this with a group activity during which you can analyze and critique a simulated interaction between an ARC volunteer and an employer.

We'll then discuss how to establish an effective Employment Committee in our ARC unit, and conclude with a film that I think you're going to enjoy.

As you can see, the workshop activities build upon one another to result in a systematic way of creating new job opportunities for retarded people in our area.

Do you have any questions?

Allow three or four minutes to answer any questions that the participants may raise. Then give the average commitment and confidence ratings, and move right into the next presentation.

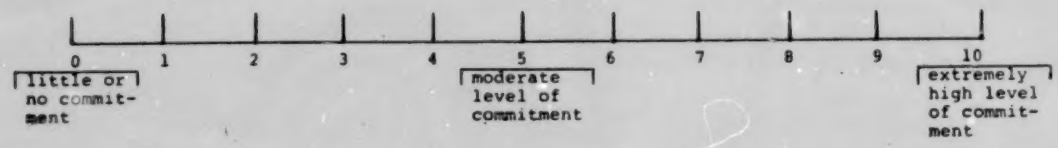
Now, let's take a look at how the group stands in terms of commitment and confidence ratings. The average rating on commitment to creating employment opportunities is __.__, and the average confidence score for the group is __.__.

*****

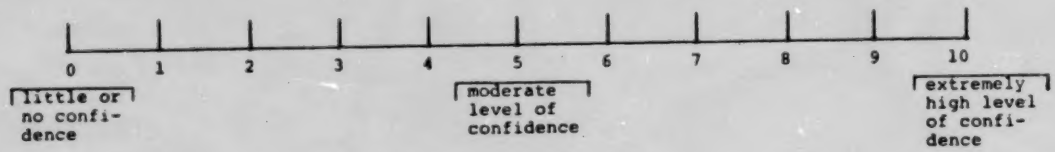
PARTICIPANT RATING FORM

Please complete the rating scales by circling the number that best reflects your level of commitment or confidence.

What is your level of commitment to creating job opportunities for mentally retarded people?



What is your level of confidence in your ability to "sell" employers on hiring people who are retarded?



JOB DEVELOPMENT WORKSHOP

AGENDA

MORNING SESSION

9:00 am-9:30 am	Presentation: Background and Overview of Workshop
9:30 am-9:40 am	Presentation: Job Development and Job Placement
9:40 am-9:55 am	Slide Show: "A Refreshing Alternative"
9:55 am-10:15 am	COFFEE BREAK
10:15 am-11:25 am	Small Group Activity: The Salesperson's Image
11:25 am-11:45 am	Presentation: Strategies for Identifying Prospective Employers
11:45 am-1:00 pm	LUNCH

AFTERNOON SESSION

1:00 pm-1:15 pm	Presentation: Getting Qualified Appointments
1:15 pm-1:40 pm	Slide Show: "Selling Ideas/Getting Jobs"
1:40 pm-3:00 pm	Small Group Activity: Analyzing a Sales Presentation
3:00 pm-3:20 pm	COFFEE BREAK
3:20 pm-3:55 pm	Full Group Activity: Handling of Objections
3:55 pm-4:20 pm	Presentation: Getting Started
4:20 pm-4:45 pm	Film: "The Hidden Resource"

ADJOURN

Activity II: JOB DEVELOPMENT AND JOB PLACEMENT

Purpose: To introduce and distinguish between job development and job placement. Several general types of job development activities are also discussed.

Steps for Trainer:

step one - Give the presentation on job development and job placement.

step two - Allow a few minutes for questions.

Materials:

- Handout JDW-3 (Job Development and Job Placement)

Total Time: 10 minutes

JOB DEVELOPMENT AND JOB PLACEMENT

In order to put the sales approach that we will be discussing into perspective, let's begin by distinguishing between the two basic kinds of activities involved in generating employment opportunities for retarded people. While I'm talking, you may wish to turn to Handout JDW-3, which contains a summary of the major points. This may save you some time in note taking.

The cornerstone of any program designed to create work opportunities is job development. Simply put, this involves promoting the work capabilities of retarded people to employers and the general public.

Job development lays the groundwork for job placement, which, as you know, means matching a retarded individual's interests, capabilities and aptitudes to a specific job.

While job placement is relatively clearcut, job development typically involves a variety of activities. We'll be discussing some of these in more depth when we talk about developing prospects for face-to-face sales interviews. However, at this time I'll touch upon several general kinds of job development that are "naturals" for our ARC.

Speaking engagements are an effective means of acquainting large numbers of people with the work capabilities of retarded citizens. Virtually <u>any</u> audience will include a number of business people who are potential employers. The secret is to inform and interest them in our "product."

Here's another job development technique that's a "natural" for our Association: using the public media -- radio, television and newspapers -- to promote the work capabilities of retarded people in general, as well as to highlight the accomplishments of specific retarded workers in our community.

An activity that's a bit less direct but nevertheless important is to support legislation which will benefit retarded workers, such as bills to prohibit discriminatory hiring practices. This necessitates keeping abreast of the legislative efforts of our state association and the national Governmental Affairs Office.

There's another important aspect of job development that is often overlooked -- getting the support of parents of work-ready retarded people. To accomplish this, we might use a membership meeting to talk about establishing a systematic job development program and to get parent support. In doing so, we should recognize that some parents may be apprehensive about their son or daughter entering competitive employment. For example, they may be worried about the loss of SSI benefits, or the possibility of abuse, exploitation and ridicule from non-handicapped workers. We will need to address these concerns and try to provide some reassurance. Several common concerns are discussed is Making Job Opportunities for Mentally Retarded People a Reality....

And, of course, a key activity at the heart of any job

development program is the one which is the focus of this workshop -- face-to-face meetings with employers designed to "sell" them on hiring retarded people.

Before we begin discussing our sales approach in detail, I'd like to show you one of the tools available from the ARC National Research and Demonstration Institute that can be used in a job development program.

*****

JOB DEVELOPMENT AND JOB PLACEMENT

BASIC DEFINITIONS

- Job Development: Promoting the work capabilities of mentally retarded people to employers and the general public.
- Job Placement: Matching a retarded individual's interests, capabilities and aptitudes to a specific job.

SOME BASIC JOB DEVELOPMENT ACTIVITIES

- Speaking engagements
- Using the public media
- Supporting legislation
- Getting the support of parents
- Approaching individual employers

Activity III: "A REFRESHING ALTERNATIVE"

Purpose: To illustrate the kinds of job development tools available to ARC members, and to describe how the slide show can be used in job development efforts.

Steps for Trainer:

step one - Introduce the slide show.

step two - Show "A Refreshing Alternative."

step three - Allow two or three minutes for discussion or questions and give the followup presentation.

Materials:

- Handout JDW-4 (Printed and Audio-Visual Resource Materials)

Total Time: 15 minutes

INTRODUCTION AND FOLLOWUP TO THE SLIDE SHOW, "A REFRESHING ALTERNATIVE"

Introduction to Slide Show

I indicated that one important part of a job development program involves making presentations to groups in the community, any one of which will include a number of prospective employers. The impact of a talk can be greatly enhanced by the use of a good audio-visual presentation designed to motivate and capture the audience's interest.

Now I'd like to show you a slide program titled "A Refreshing Alternative," which was developed through the ARC National Research and Demonstration Institute's initial grant from The Prudential Foundation. As you will see, it does an excellent job of highlighting the advantages of hiring people who are retarded by showing how they can be the answer to many of the common personnel problems experienced by managers in business and industry.

> Darken the room and show "A Refreshing Alternative." Then turn on the lights, ask the participants if they have any reactions, allow two or three minutes for discussion or questions and present the following information.

Followup Presentation

As you can see, "A Refreshing Alternative" is appropriate for a variety of audiences in our community -- business organizations, civic and social groups, professional and

student associations, and elected officials. There is also a manual which accompanies the slide show and presents detailed guidelines for selecting an audience, contacting groups to arrange showings, setting up the projector and tape player, preparing the audience, and conducting a group question and answer and discussion session. I'd also like to call your attention to Handout JDW-4, which describes some of the other printed and audio-visual resource materials available from our national headquarters and other sources which you can use in presentations to groups and individual employers.

*****

"A REFRESHING ALTERNATIVE"

- Script -

Employee (on telephone): WELL, I REALIZE THAT I HAVEN'T BEEN IN TOO MUCH LATELY. BUT YOU'VE GOTTA UNDERSTAND. IT SEEMS LIKE IT'S JUST ONE THING AFTER ANOTHER, YOU KNOW. I MEAN, I HOPE YOU WON'T FIRE ME, MR. JENNINGS, 'CAUSE I NEED THE JOB REAL BAD. IT'S JUST THAT MY CAR WON'T START, AND I DON'T HAVE ANY OTHER WAY TO GET THERE TODAY.

Employee (to self): (Sound of time card being punched) OH, NO, I DIDN'T REALIZE IT WAS SO LATE! MAYBE SHE HASN'T NOTICED YET. HMMM ... WHAT CAN I TELL HER THIS TIME?

Customer: I'LL HAVE A CHEESEBURGER ... NO ONIONS ... AND AN ORDER OF FRIES, PLEASE.

Waitress: ANYTHING TO DRINK?

Customer: YEA. I'LL HAVE A COKE. AND I GUESS THAT'S ALL.

Waitress: FINE. ... (To self): OH, I'M TIRED OF THIS JOB. SAME OLD THING EVERY DAY. I DON'T CARE IF THEY ARE BUSY TOMORROW. I'M GOING TO CALL IN SICK AND TAKE A DAY OFF. THAT WAY I CAN INTERVIEW FOR THAT JOB SHARON WAS TELLING ME ABOUT.

Title Slide: ("The Association for Retarded Citizens National Research and Demonstration Institute Presents:")

"A Refreshing Alternative" - continued

Title Slide: ("A Refreshing Alternative")

Narrator: JUST WHEN YOU NEED THEM THE MOST, THEY DON'T SHOW UP -- THEY'RE LATE -- OR THEY QUIT ON YOU. DEPENDABLE EMPLOYEES ARE DIFFICULT TO FIND TODAY, ESPECIALLY FOR THOSE JOBS THAT INVOLVE A LOT OF ROUTINE AND REPETITION. BUT THERE'S A REFRESHING ALTERNATIVE AVAILABLE TO YOU THAT YOU MAY NOT HAVE CONSIDERED BEFORE. WHY NOT HIRE A PERSON WHO IS MENTALLY RETARDED?

NOW, IF YOU HAVEN'T KNOWN MANY RETARDED PEOPLE, CHANCES ARE THAT YOU HAVE SOME PRECONVEIVED IDEAS ABOUT THEM THAT MAY BE TOTALLY INACCURATE -- LIKE THEY'RE MENTALLY ILL -- THEY DON'T KNOW HOW TO INTERACT WITH OTHERS -- THEY CAN'T LEARN. NONE OF THESE STEREOTYPES HOLD TRUE FOR THE MAJORITY OF MENTALLY RETARDED PEOPLE. THEY ARE JUST LIKE EVERYBODY ELSE, EXCEPT THAT THEY LEARN MORE SLOWLY THAN THE REST OF THE POPULATION. AND BECAUSE OF THIS, IT TAKES THEM A LITTLE LONGER SOMETIMES TO ADJUST TO NEW SITUATIONS.

THE FACT IS, THE VAST MAJORITY OF MENTALLY RETARDED PEOPLE ARE EMPLOYABLE. AND THOSE THAT HAVE BEEN GIVEN A CHANCE TO WORK HAVE DEMONSTRATED SOME VERY POSITIVE QUALITIES.

SURVEYS SHOW THAT THE MENTALLY RETARDED EMPLOYEE IS VERY DEPENDABLE AND PUNCTUAL.

HIS ATTENDANCE RECORD IS USUALLY BETTER THAN AVERAGE, AND HIS WORK IS CONSISTENT AND COMPARABLE TO THAT OF HIS CO-WORKERS. HE GETS ALONG WITH OTHERS. AND HE IS NOT A JOB HOPPER. IN FACT, HE TENDS TO BE MORE STABLE THAN NON-RETARDED EMPLOYEES IN JOBS THAT INVOLVE SIMPLE, REPETITIVE TASKS. BUT RATHER THAN TALK IN GENERALITIES, PERHAPS A FEW PERSONAL TESTIMONIES FROM EMPLOYERS OF RETARDED WORKERS WILL GIVE YOU AN EVEN BETTER IDEA OF WHAT I'VE BEEN TALKING ABOUT.

(Sound of plane taking off)

THIS IS TERESA VAUGHN. SHE IS 18 YEARS OLD AND IS EMPLOYED IN A UTILITY POSITION, WHICH IS AN ENTRY LEVEL JOB AT A COFFEE SHOP IN AN INTERNATIONAL AIRPORT. WHEN SHE FIRST STARTED WORKING THERE, THEY HAD TO REMIND HER TO TAKE BREAKS; SHE WAS THAT ENTHUSIASTIC ABOUT HER JOB.

TERESA'S EMPLOYER IS HOWARD SHOTWELL, GENERAL MANAGER FOR DOBBS HOUSES AT THE DALLAS-FORT WORTH INTERNATIONAL AIR-PORT. THROUGH A SPECIAL PLACEMENT PROGRAM, HE HAS EMPLOYED OVER 30 RETARDED PEOPLE AND FEELS VERY POSITIVE ABOUT THEIR PERFORMANCE. THIS IS WHAT HE HAD TO SAY ABOUT TERESA.

Mr. Shotwell: TERESA'S BEST ATTRIBUTE IS THE FACT THAT SHE'S HERE ON TIME AND DOES THE JOB SHE'S BEEN TRAINED TO DO VERY EFFECTIVELY. SHE IS VERY DEPENDABLE. AND SHE WORKS

WELL WITH THE OTHER EMPLOYEES AND CUSTOMERS THAT SHE HAS TO
37
BE IN CONTACT WITH DURING THE COURSE OF HER WORK DAY. MANY
38
EMPLOYEES -- FOR WHATEVER REASON -- TEND TO THINK THAT THEY'RE
39
HIRED TO DO ONE PARTICULAR JOB. AND WHEN YOU'RE IN A TIGHT
40
SITUATION BECAUSE SOMEONE DIDN'T COME IN, YOU NEED THE FLEXI-
BILITY OF HAVING AN EMPLOYEE DO SOMETHING OTHER THAN HIS
41
NORMAL WORK DUTIES. TERESA IS ABLE TO ADAPT TO THAT SITUATION.
42
SHE IS FLEXIBLE WITHIN HER WORK AREA.

WHEN THE PROGRAM WAS INSTITUTED, WE TENDED TO RESTRICT THE
43
PEOPLE WE HIRED IN THE UTILITY CLASSIFICATION. HOWEVER,
OVER THE COURSE OF THE LAST YEAR, WE'VE BEEN ABLE TO PROMOTE
AT LEAST TWO PEOPLE TO HIGHER LEVEL POSITIONS AND CONSE-
44
QUENTLY, HIGHER SALARIES. ONE OF THE PEOPLE THAT STARTED
45
OUT AS A UTILITY PERSON IN A SELF-SERVICE FACILITY BECAME A
46
LINE SERVER, WHERE SHE ACTUALLY HAS TO TAKE ORDERS AND DEAL
47
DIRECTLY WITH CUSTOMERS.

(Sound of a tractor)

48
Narrator: THIS IS STEVE WILLIAMS. HE WORKS AT NORTHLAKE
49
COMMUNITY COLLEGE FOR CATHY MCKAY, THE LANDSCAPE SUPERVISOR.

Ms. McKay: I CONSIDER STEVE A VERY GOOD EMPLOYEE. HE'S
50
VERY DEPENDABLE, ALWAYS HERE. HE DOES WHAT YOU TELL HIM.
51
ALWAYS ON TIME. AND HE KEEPS THE EQUIPMENT RUNNING. DOES
52
A GOOD JOB AT WHAT HE DOES. I FEEL THAT HE MIGHT BE A LITTLE
SLOW, BUT THAT'S NOT ANY PROBLEM.

Narrator: STEVE'S JOB INVOLVES MOWING, DRIVING TRACTORS, KEEPING THE EQUIPMENT RUNNING AND VARIOUS OTHER THINGS THAT NEED TO BE DONE TO KEEP THE CAMPUS LOOKING BEAUTIFUL. HE LIKES HIS WORK AND HOPES SOMEDAY TO BECOME A LANDSCAPE SUPERVISOR.

(Sound of blade cutting plastic)

THE YOUNG MAN OPERATING THIS MACHINE IS LEO MORGAN. HE'S RETARDED, BUT HE'S NEVER HAD AN ACCIDENT WITH THIS EQUIPMENT. LEO IS ONE OF SEVERAL RETARDED PEOPLE WHO WORK AT PRECISION SPECIALTIES, A SMALL MANUFACTURING FIRM. THEIR EMPLOYER, WAYMAN MCMACKIN, VICE PRESIDENT AND GENERAL MANAGER, HAS BEEN PLEASED WITH THE PERFORMANCE OF THESE INDIVIDUALS.

Mr. McMackin: WELL, THEY MAKE EXCELLENT EMPLOYEES. THEY HAVE PRIDE IN THEIR WORK. THEY'RE PROUD TO HAVE A JOB. IT MUST GIVE THEM A GREAT DEAL OF SATISFACTION TO HAVE A REAL JOB WITH REAL PEOPLE ... BECAUSE THEY KNOW THE DIFFERENCE BETWEEN A MAKE-WORK JOB AND A REAL JOB. THEY USUALLY COME TO WORK EARLY. THEY'RE VERY DEPENDABLE. THE EMPLOYEES THAT I HAVE WORKING FOR ME NOW THAT ARE RETARDED GET ALONG EXCELLENTLY WITH THE OTHER EMPLOYEES BECAUSE MOST OF THE RETARDED GUYS WANT TO GET ALONG WITH EVERYBODY ELSE. SO THEY ... THEY ARE NOT BELLIGERENT TOWARD OTHER PEOPLE LIKE A LOT OF MY OTHER EMPLOYEES ARE. AND IT WORKS OUT. IT'S A FINE SITUATION.

Narrator: EVEN THOUGH THE MAJORITY OF RETARDED EMPLOYEES
67
HAVE EXCELLENT WORK RECORDS, SOME INDIVIDUALS JUST DON'T
68
WORK OUT IN A PARTICULAR JOB. THIS IS TRUE FOR ANY PERSON
YOU MAY HIRE, REGARDLESS OF WHETHER HE'S HANDICAPPED OR NOT.
69
BUT THERE ARE SOME CAUSES OF FAILURE THAT CAN BE AVOIDED
WITH RETARDED EMPLOYEES.

70
THEIR SKILLS NEED TO BE APPROPRIATELY MATCHED WITH THE JOBS
THEY'VE BEEN HIRED TO DO. THEY NEED TO BE GIVEN ENOUGH TIME
71
IN TRAINING. YOU SEE, RETARDED PEOPLE USUALLY REQUIRE LITTLE
72
MORE TIME THAN THE AVERAGE PERSON TO LEARN SOMETHING NEW.
THEY NEED VERY CLEAR, SPECIFIC INSTRUCTIONS. AND THEY NEED
73
THEIR EMPLOYER TO LET THEM KNOW EXACTLY WHAT'S EXPECTED OF
THEM. THAT LITTLE EXTRA TIME AND EFFORT SPENT ON HELPING
74
A RETARDED PERSON ADJUST TO HIS NEW JOB PAYS OFF LATER IN
75
HIGHER PRODUCTION AND JOB SATISFACTION.

I MENTIONED EARLIER THAT LEO MORGAN HAS NEVER HAD A SERIOUS
ACCIDENT WITH THE MACHINE HE OPERATED AT PRECISION SPECIALTIES.
76
THE U.S. DEPARTMENT OF LABOR HAS CONDUCTED SURVEYS THAT SHOW
HANDICAPPED INDIVIDUALS HAVE FEWER DISABLING INJURIES THAN
77
THE AVERAGE WORKER EXPOSED TO THE SAME JOB HAZARDS.

IF YOU'RE EXPERIENCING SOME OF THE MAJOR PROBLEMS OF LABOR
MANAGEMENT -- HIGH TURNOVER AND ABSENTEEISM, TARDINESS, LOW
MORALE -- THEN MENTALLY RETARDED WORKERS COULD BE YOUR BEST
78
ANSWER.

THEY ARE CAPABLE OF PERFORMING A MYRIAD OF JOBS, NOT JUST THE STEREOTYPED MAID, LABORER, LAUNDRY-AID CATEGORIES.

79
AND WHEN YOU HIRE A MENTALLY RETARDED PERSON, YOU'RE NOT JUST DOING YOURSELF A FAVOR. SOCIETY AS A WHOLE BENEFITS,
80
TOO. STUDIES HAVE SHOWN THAT THE AVERAGE MENTALLY RETARDED
81
PERSON WORKING IN THE COMMUNITY CONTRIBUTES MANY DOLLARS IN
82
INCOME TAXES FOR EVERY DOLLAR SPENT ON HIS EDUCATION AND
83
TRAINING. THIS IS A FAR MORE DESIRABLE ALTERNATIVE TO BEING
84
A BURDEN ON THE WELFARE SYSTEM, WHICH IS WHAT MANY HANDI-
CAPPED INDIVIDUALS ARE FORCED TO BE. WE LOSE BILLIONS OF
85
DOLLARS EVERY YEAR BY THE LOSS OF THEIR PRODUCTIVITY.

86
IF YOU'RE INTERESTED IN INTERVIEWING A MENTALLY RETARDED
87
PERSON FOR A JOB, CONTACT YOUR ASSOCIATION FOR RETARDED
88
CITIZENS. HIRING THE MENTALLY RETARDED -- IT ISN'T KINDNESS, IT'S GOOD BUSINESS.

89
Title Slide: ("This slide presentation was made possible through a grant from The Prudential Foundation.")

90-91
Title Slide: ("A Mediamix Production")

PRINTED AND AUDIO-VISUAL RESOURCE MATERIALS

The following is a list of printed and audio-visual materials that volunteers can use in their job development efforts.

PRINTED MATERIALS

Guide to Job Placement of the Mentally Retarded

- Purpose - Presents employment qualifications of retarded workers. Offers procedural guidelines for employers who want to hire retarded persons.
- Format - Booklet/16 pages
- Audience - Prospective employers
- Source - President's Committee on Employment of the Handicapped, Washington, D.C. 20210, or ARC National Research and Demonstration Institute, P. O. Box 6109, Arlington, Texas 76011
- Cost - Single copies free

How to Get a Job: Teacher's Manual

- Purpose - Offers many tips on how to help a retarded person prepare for and seek employment.
- Format - Booklet/13 pages
- Audience - Retarded persons, their parents, teachers, guidance counselors and work-study specialists
- Source - President's Committee on Employment of the Handicapped, Washington, D.C. 20210, or ARC National Research and Demonstration Institute, P. O. Box 6109, Arlington, Texas 76011
- Cost - Single copies free

Making Job Opportunities for Mentally Retarded People a Reality...

- Purpose - Offers guidelines for involving ARC volunteers in job development and job placement activities. Provides specific suggestions for contacting employers.

- Format - Booklet/27 pages
- Audience - Volunteers and staff of the ARC and sister organizations
- Source - ARC National Research and Demonstration Institute, P. O. Box 6109, Arlington, Texas 76011
- Cost - Single copies free

Preparing for Work

- Purpose - Offers several checklists for assessing work readiness of retarded individuals.
- Format - Booklet/17 pages
- Audience - Retarded persons, their parents, teachers, guidance counselors and work-study specialists
- Source - President's Committee on Employment of the Handicapped, Washington, D.C. 20210, or ARC National Research and Demonstration Institute, P. O. Box 6109, Arlington, Texas 76011
- Cost - Single copies free

This Isn't Kindness...It's Good Business

- Purpose - Highlights the ARC On-The-Job Training Project and cites the benefits for employers who hire retarded persons. Gives many examples of non-traditional types of jobs.
- Format - Brochure
- Audience - Prospective employers
- Source - ARC National Research and Demonstration Institute, P. O. Box 6109, Arlington, Texas 76011
- Cost - Single copies free

Working Together with Mentally Retarded Employees

- Purpose - Presents information concerning major issues in the area of employment.
- Format - Brochure
- Audience - General, including employers, job development specialists, parents and volunteers
- Source - ARC National Research and Demonstration Institute, P. O. Box 6109, Arlington, Texas 76011
- Cost - Single copies free

AUDIO-VISUAL MATERIALS

"A Refreshing Alternative"

- Purpose - Presents information on the work capabilities of retarded persons.
- Format - 35mm slides/cassette tape/10 minutes
- Audience - General
- Source - ARC National Research and Demonstration Institute, P. O. Box 6109, Arlington, Texas 76011
- Cost - Available on loan basis or can be purchased for $50.00 from the ARC Institute.

"The Hidden Resource"

- Purpose - Presents employers' appraisals of retarded persons they have hired. Depicts a wide variety of job settings.
- Format - 16mm film/color/sound/20 minutes
- Audience - General
- Source - ARC National Research and Demonstration Institute, P. O. Box 6109, Arlington, Texas 76011
- Cost - Available on a loan basis from the ARC Institute or can be purchased for $60.00 from Image Transform, 4142 Lankershim Boulevard, North Hollywood, California 91602.

Activity IV: THE SALESPERSON'S IMAGE

Purpose: To surface some of those negative stereotypes of salespeople that participants may have and to contrast those with the positive image that the modern sales professional tries to achieve.

Steps for Trainer:

step one - Give the introductory presentation.

step two - Have the small groups develop their lists of negative stereotypes.

step three - Allow a representative of each group two or three minutes to present his or her group's list, and put key words on the newsprint.

step four - Introduce the second part of the activity.

step five - Have the groups develop their lists of positive characteristics.

step six - Allow a representative of each group two or three minutes to present his or her group's list, again recording key words on your newsprint.

step seven - Distribute Handout JDW-5 and give the closing presentation.

step eight - See if the group has any questions.

Materials:

- Handout JDW-5 (Image of the Modern Salesperson)

Total Time: 70 minutes

SMALL GROUP ACTIVITY:

THE SALESPERSON'S IMAGE

In just a few minutes, we're going to look in some detail at our three-phase sales approach -- identifying, contacting and "selling" employers the idea of hiring retarded people. However, before we get started, let's spend a few minutes looking at the way salespeople are perceived in our society.

Most people who aren't trained in modern sales techniques shudder when they try to picture themselves in a sales role. They may feel that they lack the ability to sell anything to anybody. To complicate matters, many of us have negative images, or stereotypes, of salespeople in general, just as many people in our community have negative perceptions of people who are mentally retarded.

It's easy to see how these stereotypes of salespeople became fixed in our heads. Remember all those "traveling salesman jokes" you've heard since you were a child? Or, how about the way salespeople are often portrayed in situation comedies and movies? And, all of us have had some unpleasant experience with door-to-door salespeople or department store sales clerks. Sound familiar?

In order to give us a feel for how we view salespeople, let's take a few minutes for a brief small group activity. For this and the remaining activities, each table will constitute a group.

Your task is to spend the next fifteen minutes listing some of the negative characteristics you associate with traditional salespeople. Select one member of your group to make a list of the characteristics and report them back to the rest of us.

We want to keep moving, so let's work quickly. You don't need to spend a lot of time discussing each negative characteristic. If one member of your group surfaces it, it's in his or her head, so include it.

Let's get started. I'll call time in seven or eight minutes.

Call the group back to order when the alloted time has elapsed. Then, ask the designated representative of each group to read their lists and record key words or phrases on the newsprint. If someone gives a negative characteristic that's already on your list, simply put a check by it.

In order to establish an efficient, fast-paced pattern for the feedback components of later group activities, don't let the persons giving the reports go into detail about <u>why</u> they came up with the characteristics that they did. What you're looking for is a list, not an explanation of each point. If you allow people to ramble on, you can anticipate headaches later in the workshop, and you stand to lose the interest and attention of the participants. So, allow a <u>maximum of twelve minutes</u> for the total feedback process (i.e., two or three minutes per group).

After each group has given its brief report, you're ready for the second part of the activity.

With images like these, it's easy to see why many people resist the idea of selling. And, if a salesperson has this kind of self-image, he or she is probably doomed to failure from the start. Who wants to be seen as (CITE SOME OF THE MORE COLORFUL NEGATIVE ATTRIBUTES FROM YOUR LIST)?

Actually, the modern salesperson views his or her field as a respected profession. Rather than manipulating the customer into buying something he or she doesn't want, the salespeople of today see their mission as one of meeting customer needs.

Now, let's complete our small group activity by listing some of the characteristics of a salesperson that would contribute to this kind of positive image. Once again, you'll have fifteen minutes to develop a list, after which I'll call on your group's representative to present your report.

> Follow the same procedure you used in getting feedback from the groups concerning negative characteristics: call time when fifteen minutes have elapsed, keep the reports brief and list the positive traits on your newsprint. Then distribute Handout JDW-5 (Image of the Modern Salesperson) and give the following wrap-up presentation. In doing so, note when the positive characteristics that you're presenting were identified by the groups.

You've done an excellent job in identifying some of the positive characteristics of the sales professional of the 1980s. In many ways, what you came up with is similar to the positive attributes presented by The Performance

Group, Inc., one of America's leading sales training organizations.

As you can see from Handout JDW-5, these sales experts point out that the modern salesperson is: friendly...but not "syrupy"; articulate...but not glib; knows his or her product, but is not pompous or condescending in describing it to the customer; is assertive...but not obnoxious; persistent...but not annoying; and, is persuasive, but doesn't use the high pressure approach that turns off so many of us.

That's quite an image to strive for. But, it's important to recognize that successful salespeople are <u>not</u> "superpersons." They know that there are several common -- and normal -- fears that they must overcome in order to be successful.

For example, even experienced salespeople recognize that they must periodically cope with a fear of the unknown -- "What will a prospective client say?"; "Can I respond to the objections that may be raised?"; "Will my prospect be in a negative mood?" Then, there's the fear of being rejected. And, too many rejections can add up to failure, which can be a major fear of many salespeople.

Successful salespeople know that they must come to grips with and overcome their fears. They recognize that if they don't do so, they will, indeed, fail -- they will procrastinate rather than actively identifying prospects and contacting them to set up appointments. And, they will find

themselves paralyzed by "call reluctance" -- a hesitancy about actually meeting with the prospective customer.

Keep these potential fears in mind. We'll give you a few suggestions for overcoming them a bit later in the workshop.

*****

IMAGE OF THE MODERN SALESPERSON

Modern sales professionals do not see their mission as manipulating customers into buying something that they don't want. Rather, they view their role as meeting the needs of their clients.

Some of the positive attributes which the salesperson of the 1980s strives to achieve include being:

- Friendly.....but not "syrupy"
- Articulate....but not glib
- Informed.....but not pompous
- Assertive.....but not obnoxious
- Persistant....but not annoying
- Persuasive....but not high pressuring

You can develop these attributes, too. All it takes is a bit of practice.

Activity V: STRATEGIES FOR IDENTIFYING PROSPECTIVE EMPLOYERS

Purpose: To define what is meant by a "qualified" prospect and to describe eight methods for identifying prospective employers.

Steps for Trainer:

step one - Give the presentation.

step two - Allow up to ten minutes for questions.

Materials:

- Handout JDW-6 (Eight Methods of Identifying Prospective Employers)

Total Time: 20 minutes

STRATEGIES FOR IDENTIFYING PROSPECTIVE EMPLOYERS

Now let's begin looking in detail at specific techniques involved in our three-phase sales approach. As you recall, the sales process consists of three important phases: identifying prospective employers, getting appointments with qualified prospects, and making the actual sales presentation.

It's interesting to consider for a moment the results of a survey which was conducted for a major U.S. company in order to determine why sales growth wasn't meeting the expectations of top management. Surprisingly, the findings revealed that only six percent of that company's sales force cited actual face-to-face sales presentations as their major problem. But, an overwhelming 49 percent said that they found the task of identifying prospects to be the most difficult part of their job.

As the survey results so clearly demonstrate, prospecting can be an awesome, anxiety provoking chore. This is particularly true if the salesperson goes about identifying prospective customers in a haphazard "hit or miss" fashion. However, if you understand and use a systematic approach to the task, prospecting can prove to be a rewarding and productive experience.

First off, let's define the kind of prospects we're looking for in a job development program. We want to identify qualified employers. By "qualified," I am referring to employers who have jobs that retarded people can fill. Here's

where our creativity comes into play. If we think beyond the traditional kinds of jobs that people who are retarded are often placed into, we'll find that a large proportion of the employers in our community meet this criterion.

In order to qualify as a good prospect, an employer should also have a current need for good, dependable employees, or anticipate hiring in the near future. If a company is in the process of massive staff layoffs, it's obviously not an opportune time to make an approach.

The third part of our definition of "qualified" is, of course, the employer's willingness to set up a time to meet with you under conditions that are conducive to a successful sales presentation.

Now that we all know what we mean by "qualified," let's look at eight methods which salespeople have found to be effective ways of identifying prospective customers. These methods are summarized in Handout JDW-6.

The most effective approach is the "referral system." This involves getting the names of prospective employers from people you know, including friends, business colleagues, ARC members and from employers who have already hired retarded citizens.

A personal reference is, of course, a powerful door opener that can get your relationship with the prospect off to a strong start. So, don't overlook any opportunity to obtain a solid referral. You should, for example, ask every employer whom you meet with for the names of other people to

contact. Do this whether or not you make a "sale." You may have to persist a bit, as some people have a built-in reluctance to make referrals. Point out that the prospect can be doing a friend or colleague a big favor!

A related technique is called the "center of influence" method. This is basically the same as the referral system, but you have the added advantage of being sent by someone who is influential in the eyes of the prospect.

How do you go about identifying people who are "centers of influence?" First, make a list of influential people you know, such as physicians, lawyers, bankers and civic leaders. Tell them what you're doing and ask for the names of prospective employers. Get as much information as you can about these prospects -- What are their interests and hobbies? What is their style of interacting with people? Also, get some basic facts about the prospect's business -- what the company does, its size and the number of people it employs. This kind of information can be valuable when you make your contact and, subsequently, your sales presentation.

A third approach is something called "nest prospecting." This is an offshoot of the "center of influence" technique. It involves gaining entre into a group of people who have something in common through social or professional relationships -- they belong to the same club or organization, go to the same church, or even live in the same neighborhood.

Arranging to be a speaker at a meeting of civic, professional and church organizations is an excellent way of

introducing yourself into a "nest." You can add interest and appeal to your presentation by using one of the audio-visual tools that we've listed.

The information that you present to a "nest" group should be positive and convincing. Don't be apologetic about the vocational needs and capabilities of retarded people or the types of jobs they can perform. And don't try to make a sale from the podium. The purpose of your presentation is simply to create interest which you can capitalize on through later contacts with members of the group. It is, however, appropriate to ask people who would like more information at that time to talk with you after the meeting. If anyone takes you up on your offer, exchange business cards with them. You may also wish to have brochures or handouts available which include an address and telephone number where interested persons can contact you for additional information. These people often become excellent prospects.

A good way of generating interest is through "advertising" in the public media. Radio and television stations are required to devote a portion of their air time to public service announcements and programs. Your list of printed and audio-visual resources includes an excellent film, "The Hidden Resource." Some stations may also be interested in producing a brief documentary for inclusion in the public affairs portion of their newscasts. Talk shows are another possibility. And, as we know so well, newspapers can be extremely helpful in getting our message to a large audience.

Another excellent approach -- but one that is too often overlooked -- is "contacting old customers." Keep a list of businesses that have already hired people who are retarded. Establish a strong relationship with these employers by calling periodically to inquire about the progress of their retarded workers. And, while you're at it, see if they're prepared to hire additional retarded men and women or if they have thought of any other business people to whom they can refer you. Remember -- a satisfied customer is your best advertisement and an excellent prospect for repeat business.

A sixth approach involves the use of "sales associates" to help you in identifying persons to contact. Later, we'll talk about establishing an Employment Committee in our ARC. Some members may not feel comfortable in the face-to-face sales role, but will be more than willing to do some "legwork" for other members. For example, sales associates can help by identifying potential employers and gathering basic information about these businesses. They can also help by making the initial contact with a prospect in order to set up an appointment for a sales interview. We'll be discussing how to make these contacts a bit later.

In addition to ARC members, there are other people who can act as sales associates. We recommend including job development professionals on our Employment Committee. As I noted earlier, some of these people have excessive caseloads, and are spread far too thin. Once they gain confidence in

the fact that our volunteers can make effective approaches to prospective employers, they may be happy to share leads with you. Also, don't overlook the leads that you may be able to get from persons you know who are professional salespeople. They've already done a lot of data gathering about businesses in the community in order to enhance their own sales, and know their customers and their needs. Pick their brains -- they can be an invaluable source of information.

Another approach is "cold canvassing" -- getting the names of potential employers from the Yellow Pages or business directories. This technique is less productive than some of the others I've mentioned, and it's difficult for most people due to the three fears I referred to earlier -- fear of the unknown, fear of failure and fear of rejection. Keep in mind, however, that your attitude can make a big difference when you roll up your sleeves and begin knocking on doors.

A final and rather basic technique is day-to-day "observation." Keep your eyes and ears open in your everyday interactions with people, including social situations. When you encounter someone who may be a prospective employer -- and if it's socially comfortable and appropriate to do so -- inform them of your interest and involvement in obtaining jobs for retarded people. If the setting and circumstances are wrong and it would be intrusive to surface the topic,

establish a comfortable relationship with the prospect. Then followup in the near future.

As you can see, there's nothing magic about these eight methods for identifying prospects. They work for the modern sales professional, and they can work for us. All that's needed is a high level of commitment, some careful planning, sound judgment and a lot of hard work.

We'll now break for lunch, and reconvene promptly at _____p.m. At that time, we'll look in detail at the second and third phases of our sales process: getting appointments with qualified employers and making a face-to-face sales presentation.

*****

EIGHT METHODS OF IDENTIFYING PROSPECTIVE EMPLOYERS

Here are some "tried and true" techniques for identifying prospective employers in your community:

- Referral System - getting names from people you know and employers who have already hired retarded people.
- Center of Influence - similar, but you have the advantage of being sent by someone whom the prospect sees as influential.
- Nest Prospecting - a refinement of the "center of influence" approach which involves groups of people who share common social or professional interests.
- Advertising - using the public media to generate interest.
- Contacting Old Customers - a way of getting names and seeing if they are ready to hire additional retarded people.
- Sales Associate - getting someone to assist you with the "legwork" of prospecting.
- Cold Canvassing - requires a willingness to receive many turndowns, but it can work.
- Observation - keeping alert to potential prospects in everyday business and social dealings.

Activity VI: GETTING QUALIFIED APPOINTMENTS

Purpose: To suggest techniques for obtaining appointments with prospective employers through letters and phone calls.

Steps for Trainer:

step one - Read the script.

step two - Allow time for questions.

Materials:

- Handout JDW-7 (Getting Appointments: Sample Contact Letter)
- Handout JDW-8 (Getting Appointments: Some Pointers for Telephone Contacts)

Total Time: 15 minutes

GETTING QUALIFIED APPOINTMENTS

We've already discussed the first part of our three-phase sales approach: identifying prospective employers. Once this all important groundwork has been laid, it's time to move into the second phase -- obtaining an appointment for a face-to-face sales interview.

The purpose of this initial contact is to arouse the employer's interest and to pin down a specific time for a meeting during which you can present your case. Don't try to "make a sale" at this stage. The timing and circumstances are all wrong, and the odds are great that you'll fail.

However, your initial approach is vitally important. It's not just a matter of getting some time set aside on the prospect's calendar. In most instances, it will be the employer's first contact with you. It is thus critical that you "have your best foot forward" in order to make a positive first impression.

The two most effective ways of arranging appointments are by letter or telephone. You could, of course, jump directly into the fray by knocking on the employer's door and asking for an appointment. However, this strategy is similar to the "cold canvassing" approach we mentioned when discussing ways of identifying prospects -- it's likely to result in a low payoff in relation to the time and effort you will have to invest.

Assuming that you elect to try the U.S. mails or the telephone, there are three general types of letters that can be used in seeking an appointment. The first is a letter which indicates that you will followup with a phone call in order to set a specific meeting time. This is probably the most effective approach, since it enables you to take the initiative in seeking to firm up your appointment. The followup phone call may also let you get a feel for the prospective employer's style of dealing with people.

The second type of letter asks the employer to respond to you, usually by mail. This approach has some built-in pitfalls. For one thing, the employer may never see your letter -- an executive secretary or administrative assistant may simply toss it into "File 13." In addition, the employer may hesitate to respond because of anticipating a "hard sell" from a "do-gooder."

The third type of letter indicates that you will stop by to meet with the employer. It's better than the second approach -- asking the employer to respond -- since it gives you the initiative for followup. However, this is just like the direct, "cold canvassing" technique -- more often than not, you'll arrive at the "wrong time," and have to return at a later date. Besides, many people have an instinctive negative reaction to this tactic -- it sounds "pushy," and may immediately suggest that you're going to make a "hard sell."

Regardless of the type of letter you choose, there are

several basic guidelines that you should follow. First, keep the letter short -- no more than one single-spaced page. The correspondence should also be designed to grab the reader's attention. For example, you might include a newsclipping about the employer, his or her business, or an article from the paper highlighting success stories involving retarded workers in the community. In addition, the letter should appeal to the employer's needs by noting what you can do for him rather than dwelling on what your "product" is. And, as we discussed a few minutes ago, the letter should specify what followup steps will be taken to firm up the appointment.

A sample letter is included in Handout JDW-7 in your materials packet. You will, of course, want to prepare letters that suit your style and fit the specific circumstances. However, the general approach taken in this example may give you some ideas.

Now let's talk for a moment about telephone contacts. The call may be a followup to a letter, or it might be your initial approach to the employer. In either case, here are some suggestions which should help to increase your chances of success.

Be prepared for the call. Make notes on the points to be covered and how your request will be phrased. This will help to start your relationship with the employer on a positive note by showing that you are organized, businesslike, confident and informed.

At the beginning of the call, ask if this is a convenient time for the employer to talk to you for a few moments. If it's not, establish a specific time to call back.

Briefly identify yourself and our Association. The key word is "briefly" -- this is not the time to give a discourse on the ARC unless you're specifically asked to do so.

State the purpose of the appointment that you are seeking -- you want a few minutes of the employer's time to present a proposal for meeting some of his or her manpower needs.

Be prepared to respond to objections that may be raised at this stage. Before starting your calls, make a list of potential objections and develop several ways of responding to each one. Then, prepare a series of objection cards and have them available during your call.

Don't get defensive in responding to objections. Admittedly, this can be difficult if the objections which are raised are based upon negative stereotypes of retarded people. But, keep your cool and don't get into an emotional argument. We will, by the way, talk a bit more about handling objections when we cover the sales interview itself.

Don't oversell the capabilities of retarded people. We know that they have a lot more vocational potential than most people think. However, hiring them will not solve all of an employer's management and production problems. It's important to be realistic in order to establish and maintain your credibility.

Don't use jargon during the conversation. Terms like "mildly retarded," "EMR," "educable" and "trainable" may have meaning for us, but they're like a foreign language to most prospective employers.

Don't be condescending and self-righteous. Our goal of obtaining meaningful employment opportunities for people who are retarded is obviously valid and of major importance. Unfortunately, many people don't understand this, and no one wants to be preached to as if they belonged to the "unwashed, ignorant masses."

Stick to the point during your phone contact. Most employers are busy people and are likely to view irrelevant small talk as an irritant rather than as an "ice breaker."

When asking for an appointment, suggest a specific day and time. This will help to ensure that you're not put off indefinitely. If the time you suggest is inconvenient, be prepared to propose an alternate time if the employer doesn't suggest one.

Finally, don't prolong the conversation once you've got the appointment set. This, like unnecessary chit chat, can be irritating. Know when to stop talking -- when to quit while you're ahead.

To summarize, your phone call ideally consists of three basic elements: introducing yourself and the ARC; telling the potential employer that you want a <u>few minutes</u> of his time for a personal meeting to show him an approach to meeting some of his personnel needs; and asking for an appointment

at a specific date and time -- preferably within the next week. Then, keep quiet and be prepared to answer objections which may be raised. After answering each objection, try again to firm up the appointment.

Let's assume that you've followed these guidelines and that you've been successful -- you have a firm appointment to meet with the prospective employer. Now we're ready for the third and final phase of our sales approach -- the all important face-to-face sales interview.

*****

GETTING APPOINTMENTS: SAMPLE CONTACT LETTER

Director of Personnel
American Company
13 Red, White & Blue Road
Any City, U.S.A. 00000

Dear Sir:

I wonder if you have any "people problems" in your organization? High turnover, absenteeism, chronic tardiness, high sick leave -- that sort of thing? If so, I have a proposition for you which could be a solution to these problems.

Did you know that once trained for specific job functions, mentally retarded workers perform with the best? Surveys prove it: 93% have mastered their job successfully; 92% are always on time for work; 85% are on the job daily; 94% have good relations with supervisors; 95% have good relations with their fellow workers. If you compare these figures with the American labor force at large, you will find that they are above average in every category.

And the Association for Retarded Citizens, one of the largest voluntary organizations in the United States, with 300,000 members and 2,000 state and local affiliates, has been placing mentally retarded adults in competitive jobs in businesses like yours for over 16 years. Through our efforts, thousands of companies, both large and small, have learned that hiring retarded people isn't kindness...it's good business!

Will you give me an opportunity to show you how mentally retarded men and women could help you meet your people problems? Within the next week, I'll be calling you to ask for an appointment. Won't you arrange your schedule so that I may have half an hour of your time at your convenience? Who knows, it might be the most profitable half hour in which you've ever invested.

I look forward to meeting you.

Very truly yours,

Your name

GETTING APPOINTMENTS:
SOME POINTERS FOR TELEPHONE CONTACTS

Your call to an employer may be an initial contact or a followup to a letter. In either case, here are a few suggestions for ensuring a smooth and productive call:

- DO be prepared. Make notes on points to be covered and how your request will be phrased.
- DO ask if it is a convenient time to talk for a moment. If not, establish a specific time to call back.
- DO briefly identify yourself and the ARC.
- DO state the purpose of the appointment you are seeking.
- DO be prepared to handle objections.
- DON'T get defensive in responding to objections.
- DON'T oversell the retarded.
- DON'T use jargon.
- DON'T be condescending.
- DO stick to the point.
- DO suggest a specific day and time for the appointment.
- DON'T prolong the conversation once the appointment is set.

Activity VII: "SELLING IDEAS/GETTING JOBS"

Purpose: To introduce a seven-step approach to conducting a sales interview, and to provide some additional pointers for making a successful presentation.

Steps for Trainer:

step one - Introduce the slide show.

step two - Show "Selling Ideas/Getting Jobs."

step three - Give the followup presentation.

step four - Allow a few minutes for questions.

Materials:

- Handout JDW-9 (Seven Basic Steps in the Sales Interview)

Total Time: 25 minutes

INTRODUCTION AND FOLLOWUP TO THE SLIDE SHOW, "SELLING IDEAS/GETTING JOBS"

Introduction to Slide Show

We're going to introduce a systematic approach to conducting the sales interview with a slide show. It was produced specially for the workshop through the ARC Institute's grants from The Prudential Foundation and The Charles E. Merrill Trust.

Now, as all of you know, thousands upon thousands of books, cassette tapes, slide shows and movies have been developed on sales techniques. Typically, each of these training tools claims to have discovered the technique that really works. Well, let's be realistic. There is no "correct approach." In fact, some of you who have sales experience may have your own styles or favorite systems that work for you. That's fine -- if it's successful, stick with it. However, for those of us who aren't trained in sales -- or for those sales people who are open to trying a slightly different method -- we're going to present one approach which is based on techniques that have proven to be successful in modern commercial sales.

> Darken the room and show "Selling Ideas/ Getting Jobs." Then turn on the lights and call the group's attention to Handout JDW-9 which lists the seven steps in the sales approach. Ask the participants if they have any comments. Allow two or three minutes for discussion, and give the following presentation.

Followup Presentation

Once again, let me emphasize that there is no single way -- no "correct" way -- of making a sales presentation. However, the approach that you've just been introduced to is widely used by modern sales professionals and it does work.

Now I'd like to give you a few additional suggestions that should assist you in making a successful sales presentation. First, here are a few pointers for setting the stage.

Before going to the sales interview, review the information that you've already gathered about the employer and his or her business. You may find that you have enough data to tentatively identify the employer's needs. This will help in planning your sales presentation. However, keep in mind that what you have are tentative "hypotheses," and be prepared to shift gears during the interview if you find that you missed the mark.

Avoid "playing it by ear." Know the key points that you want to make and the seven steps presented in the slide show.

You should, of course, dress appropriately for the situation. Slacks and an open neck sports shirt may be fine for talking with the owner of a construction company at a work site, but they would be out of place in the dark pin stripe, white shirt atmosphere of a large bank.

When you arrive for the interview, you'll no doubt

encounter one or more of the employer's support staff -- a receptionist, secretary or assistant. Be courteous and establish positive rapport with these people. They are "gate keepers" who can get you off to a strong start by conveying a positive image to their boss. On the other hand, they can do considerable damage if they feel that they have been snubbed or otherwise treated discourteously.

Once you're inside of the employer's office, it's important to open the interview on a positive note before beginning the seven-step sales approach. Here are a few pointers for the opening.

Begin by establishing rapport with the employer. Try to convey an image of warmth, sensitivity, friendliness, confidence and enthusiasm. And, give the employer a few "strokes." As we indicated when discussing telephone contacts, there's no need to be apologetic, or to approach the interview "with hat in hand." You have a solid "product" that can be of real benefit to the employer.

At the outset, establish the purpose of your visit. Tell the employer why you're there and why you feel that he or she is important to talk to.

You have now reached a critical juncture in the "opening." The employer may react positively to the purpose of your visit and be eager to hear what you have to say. However, some prospects will indicate -- either overtly or indirectly -- that they have some anxieties about going

any further. The employer may be wondering if you really can offer a solution to some of his manpower needs. How much will all of this cost? Are you another "do-gooder" who is going to "lay a guilt trip" on him? Are you going to try a high pressure approach? Unless you can get the employer to put these concerns aside, you're probably dead in the water. He'll be thinking about them and trying to analyze you and your motives rather than carefully listening to what you have to say.

One effective way of alleviating the prospect's concerns and getting him to focus on what you're saying is a technique that some salespeople call the "front end contract." Basically, this involves establishing some "safe," fair ground rules for the sales presentation that will follow.

Here are the elements of a "front end contract." First, ask the prospect to be open and receptive to what you have to say -- this makes sense, and appeals to the employer's sense of fairness. Second, ask the prospect to share needs and objectives with you so that the two of you can determine if retarded workers will, indeed, be of value to the organization. In essence, you're assuring the employer that you're not going to try to sell him something he doesn't need or want. Third, indicate that you will ask him to interview some retarded people if it appears that they can contribute to the business. If not, you will be open and tell him so. Go a step further, and ask the employer to stop

you when he's heard enough to make a "go/no go" decision, thereby conserving his valuable time. What this does is actually guide the prospect into asking you to make your close -- the critical fifth step in our sales presentation.

I've broken the "front end contract" down into its component parts. In an actual sales interview, it can be presented in a few simple, succinct sentences. What you're doing is giving your prospect a brief synopsis of what you plan to do and getting his agreement that it's O.K. with him. This technique does work, and we suggest you give it a try.

Here are two additional pointers concerning the opening. You may feel that the employer is in a negative mood right from the start. Try to find out why with questions and neutral responses that recognize these negative feelings -- something noncommittal, such as "I see..." or "That's understandable." What you're doing is encouraging the employer to talk a bit in order to clear the air for your presentation. But, don't spend too long letting the employer ventilate, or you may find that time has run out and the prospect is ready for his next appointment.

In addition, it's important to assess the opening and to know when not to give your sales presentation. The employer may be faced with a business or personal crisis, and be sufficiently preoccupied that the circumstances are not favorable to a positive outcome. Show sensitivity by recognizing the problem and offering to come back later.

If the employer prefers this option, be sure to set a firm appointment for another meeting.

Now that we've discussed some strategies for opening the sales interview -- or setting the stage -- I'd like to suggest a few additional pointers that apply to the seven-step sales presentation.

Throughout the interview, "listen effectively." Don't let your mind wander by trying to think ahead. Concentrate on what's being said and take notes on key points.

Ask questions designed to get information. Start with general questions and zero in with more specific probes. Questions show that you're interested in what the employer has to say, and they give him a chance to talk.

Use "reflective statements" which summarize and paraphrase what the employer has said to you. This shows that you're sensitive to -- and interested in -- what the prospect has to say. It also gives you a chance to determine the accuracy with which you're hearing and interpreting what's been said.

And, don't be afraid of silence on the employer's part after you've asked a question or made a point. By waiting, you're showing that his answer is important.

Before going on to our next activity, let's look for a moment at step 5 in the process, the "close." This is, undoubtedly, the most important and the most difficult part of the sales interview. That's because most prospects are

reluctant to make a commitment, and many salespeople are reluctant to seek closure. This is where the fears of failure and rejection come into play. But, here's an important point to keep in mind. The employer expects you to close, and may lose respect for you if you hesitate too long.

Start with a "trial close" -- something like "Does this seem to solve some of your manpower problems?" This will help you to discover weaknesses in your presentation or to identify unsuspected needs of the employer. So, use "trial closes" after each major point in your presentation.

During the close, try to avoid asking the employer if he will interview a retarded person. Once the prospect says "no," it's difficult to get him to reverse himself. Instead, ask if he is ready to schedule an interview.

In some cases, you may have "given it your best shot," but nevertheless find that the employer is not willing to close due to negativism or uncertainty. If so, ask for a second meeting. If the employer agrees to see you again, you can be confident that he's been listening to what you're saying and is receptive to your proposal.

Finally, don't expect 100% success. If you do, you will be sorely disappointed and frustrated. No salesperson successfully closes every interview.

*****

"SELLING IDEAS/GETTING JOBS"
- Script -

1-5 (Music)

6
Mother: BRING US BACK TWO COKES, MIKE. WE'LL BE AT THE POND.

Mike: TWO COKES. OKAY.

7
Mother: YOU KNOW, HE ISN'T VERY HAPPY ANYMORE WITH THAT DISHWASHING JOB AT MAC'S PLACE.

8
Father: YEA, I KNOW. HE TOLD ME. I CAN'T BLAME HIM.
9
EVIDENTLY, HIS BOSS DOESN'T THINK MIKE CAN DO ANYMORE THAN WHAT HE'S DOING NOW, JUST BECAUSE HE'S MENTALLY RETARDED.

10
Mother: BUT HE CAN -- MUCH MORE. IN SCHOOL, THEY TAUGHT
11
HIM A LOT OF THINGS. IF HE WAS JUST GIVEN A CHANCE TO TRY ANOTHER JOB, HE COULD PROVE HIMSELF. I KNOW HE COULD.

12
Father: I KNOW IT, AND YOU KNOW IT. BUT HIS BOSS DOESN'T.
13
I GUESS MIKE WILL WORK THE REST OF HIS LIFE IN THE LOWEST
14
PAYING JOBS -- NEVER ADVANCING BECAUSE NOBODY THINKS HE CAN DO ANYTHING ELSE.

15
Mother: I TALKED TO THE COUNSELOR WHO GOT HIM THE JOB,
16
THINKING HE MIGHT HELP. BUT HE'S SWAMPED. SO WHAT CAN WE DO? WE'RE NOT VOCATIONAL EXPERTS.

17
Narrator: MIKE AND HIS PARENTS ARE NOT ALONE IN THEIR PROBLEM. MANY MENTALLY RETARDED PEOPLE AND THEIR FAMILIES
18
THROUGHOUT THE NATION ARE FACING THE SAME THING. THE BUSINESS COMMUNITY MUST BE PERSUADED TO HIRE MENTALLY RETARDED

PEOPLE IN A VARIETY OF JOBS, 19 NOT JUST THE TRADITIONAL ONES THEY ARE USUALLY GIVEN.

20 YOUR ARC LOCAL UNIT CAN HELP CREATE THESE NEW JOB OPPORTUNITIES. 21 MANY OF YOUR VOLUNTEERS ARE BUSINESS MEN AND WOMEN. THEY HAVE THE RESPECT OF THEIR COLLEAGUES IN THE WORKING WORLD. 22 ONE OF THE MOST EFFECTIVE THINGS YOUR MEMBERS CAN DO TO OPEN UP NEW EMPLOYMENT 23 POSSIBILITIES FOR MENTALLY RETARDED 24 PEOPLE IS TO TALK DIRECTLY WITH EMPLOYERS.

25 CONTRARY TO WHAT MIKE'S MOTHER THINKS, YOU DON'T HAVE TO BE AN EXPERT TO TALK TO EMPLOYERS. 26 JUST UNDERSTAND THAT THEY ARE INTERESTED IN DEPENDABLE EMPLOYEES AND GETTING THE JOB DONE. 27 YOU NEED TO SELL THEM ON THE BENEFITS OF HIRING MENTALLY RETARDED PEOPLE. 28 THERE'S NO MAGIC IN SELLING YOUR IDEAS. YOU CAN USE THE SAME SALES APPROACH USED IN MANY BUSINESSES -- FROM SELLING CARS TO PEDDLING TOOTHBRUSHES.

29 WATCH THIS ARC VOLUNTEER INTERVIEW 30 WITH AN EMPLOYER AND SEE HOW SHE USES THIS SALES METHOD.

Volunteer: 31 FIRST OF ALL, MR. JONES, I'D LIKE TO ASK YOU IF YOU HAVE ANY PERSONNEL PROBLEMS IN YOUR BUSINESS RIGHT NOW? YOU KNOW, LIKE HIGH ABSENTEEISM OR JOB TURNOVER?

Mr. Jones: 32 WELL, AS A MATTER OF FACT, I DO HAVE A PROBLEM WITH KEEPING PEOPLE IN MY ENTRY LEVEL JOBS. 33 YOU JUST CAN'T FIND ANYBODY WHO WANTS TO WORK THESE DAYS. AND WHEN YOU

DO FIND SOMEONE, THEY DON'T SHOW UP HALF THE TIME -- OR
THEY'RE LATE. THEIR CAR WON'T START OR THEY'RE SICK. THEIR
MOTHER IS IN THE HOSPITAL, AND ON AND ON WEEK AFTER WEEK. ...

Narrator: OUR VOLUNTEER HAS GOTTEN THROUGH THE FIRST STEP --
IDENTIFYING NEEDS. THE SALESPERSON'S FIRST TASK IS TO PIN-
POINT THE CUSTOMER'S NEEDS. IN THIS CASE, THE EMPLOYER
WANTS EMPLOYEES WHO WILL KEEP THEIR JOBS ONCE THEY'VE BEEN
TRAINED AND WILL SHOW UP AT WORK ON TIME WITH A POSITIVE
ATTITUDE.

Volunteer: SO, WHAT I'M HEARING YOU SAY IS THAT YOU'RE HAVING
PROBLEMS WITH HIGH TURNOVER AND ABSENTEEISM. AND IT'S DIFF-
ICULT TO FIND PEOPLE WHO WANT TO WORK -- PEOPLE WITH POSITIVE
ATTITUDES.

Mr. Jones: YEA, THAT'S RIGHT.

Narrator: STEP NUMBER TWO -- GETTING THE CUSTOMER TO AGREE
TO HIS NEEDS. ONCE YOU HAVE LISTENED TO WHAT HIS REQUIREMENTS
ARE, REPEAT BACK THE ONES THAT CAN BE MET BY YOUR PRODUCT.

Volunteer: WELL, I THINK THAT I HAVE AN ANSWER FOR YOU. WE
HAVE MENTALLY RETARDED PEOPLE WHO HAVE BEEN TRAINED AT OUR
SHELTERED WORKSHOP AND THEY'RE JOB-READY. WORKERS WITH THEIR
HANDICAP MAKE EXCELLENT EMPLOYEES. THEY'RE EAGER TO WORK
AND USUALLY ARE VERY LOYAL TO THEIR EMPLOYER. THEY AREN'T
JOB HOPPERS LIKE THE PEOPLE YOU'VE BEEN HIRING. AND THEIR

WORK RECORDS SHOW THAT THEY HAVE LOW ABSENTEEISM AND ARE VERY PROMPT.

45
Narrator: STEP THREE -- SHOWING HOW YOUR PRODUCT CAN MEET THE CUSTOMER'S NEEDS. THE VOLUNTEER HAS STATED THE WAYS THAT HER PRODUCT CAN MEET THE NEEDS MENTIONED BY THE 46 EMPLOYER.

Volunteer: YOU KNOW, THERE ARE OTHER ADVANTAGES, TOO. THE ARC ON-THE-JOB TRAINING PROJECT OFFERS 47 EMPLOYERS PARTIAL REIMBURSEMENT FOR THE TWO-MONTH TRAINING PERIOD OF A MENTALLY RETARDED WORKER. ...

48
Narrator: STEP FOUR -- LISTING ADDITIONAL BENEFITS. ONCE THE SALESPERSON HAS SHOWN HOW HIS PRODUCT CAN MEET THE NEEDS THE CUSTOMER HAS MENTIONED, ADDITIONAL BENEFITS SHOULD BE STATED.

49
Volunteer: SO YOU CAN SEE IN THE EXAMPLE I GAVE YOU THAT WITH THE TAX CREDIT AND THE REIMBURSEMENT YOU CAN GET FROM THE ARC'S ON-THE-JOB TRAINING PROJECT, 50 YOU CAN GET A GOOD, QUALIFIED WORKER FOR A VERY SMALL INVESTMENT THE FIRST YEAR OF EMPLOYMENT.

51
Mr. Jones: THAT IS IMPRESSIVE. ARE THESE TRAINEES AT THE SHELTERED WORKSHOP ELIGIBLE FOR THIS 52 TAX CREDIT?

Volunteer: YES, THEY ARE. THEY'VE BEEN CERTIFIED BY THE STATE VOCATIONAL REHABILITATION AGENCY. I THINK IT WOULD

BE WORTH YOUR TIME TO TALK TO SOME OF OUR TRAINEES. 53 I CAN HAVE THEM COME NEXT MONDAY IF YOU LIKE.

54
Narrator: STEP NUMBER FIVE -- CLOSING. WHEN THE SALESPERSON HAS FINISHED EXPLAINING HOW HIS PRODUCT CAN MEET THE CUSTOMER'S NEEDS, 55 IT'S TIME TO CLOSE THE TRANSACTION. DID YOU NOTICE HOW THE VOLUNTEER WAS QUIET AFTER SHE PROPOSED HAVING THE TRAINEES COME FOR AN INTERVIEW? 56 THIS IS IMPORTANT BECAUSE IT GIVES THE CUSTOMER TIME TO THINK. SO RESIST THE TEMPTATION TO FILL THE SILENCE -- 57 AND TRY NOT TO HARD SELL.

Mr. Jones: WELL, I DON'T KNOW. WHAT YOU'VE SAID SOUNDS GOOD, BUT DON'T THEY HAVE A LOT OF ACCIDENTS? 58 WON'T MY INSURANCE RATES GO UP IF I HIRE THEM? 59

Volunteer: THAT'S A VALID CONCERN AND I'M GLAD YOU MENTIONED IT. NO. THEY DON'T HAVE ANY MORE ACCIDENTS THAN THE AVERAGE EMPLOYEE. 60 YOUR WORKMAN'S COMPENSATION WON'T BE AFFECTED BY HIRING SOMEONE WHO HAPPENS TO BE MENTALLY RETARDED.

61
Narrator: STEP SIX -- HANDLING OBJECTIONS. SALESPEOPLE SAY THAT WHEN CUSTOMERS MAKE OBJECTIONS AT THIS POINT IN A TRANSACTION THEY ARE REALLY SHOWING AN INTEREST IN THE PRODUCT. 62 WHEN A CUSTOMER TELLS A SALESPERSON THAT HE DOESN'T LIKE THE COLOR OF THE NEW CAR HE'S LOOKING AT, HE IS OBVIOUSLY PICTURING HIMSELF BEHIND THE WHEEL. 63 YOU SHOULD HANDLE AN OBJECTION LIKE OUR VOLUNTEER DID. FIRST, ACKNOWLEDGE THE

QUESTION. DON'T DISCOUNT IT. THEN ANSWER IT THE BEST WAY YOU CAN. ASK IF THE EMPLOYER HAS ANY OTHER OBJECTIONS. IF THERE AREN'T ANY MORE, THEN CLOSE THE TRANSACTION AGAIN. 64

Volunteer: FINE. I'LL HAVE TWO OF OUR PEOPLE MEET WITH YOU NEXT MONDAY AT 2:00 IN THE AFTERNOON. 65 I'M GLAD TO HAVE MET YOU, MR. JONES. 66 THANKS FOR YOUR TIME.

Narrator: STEP SEVEN -- KNOWING WHEN TO LEAVE. ONCE THE TRANSACTION IS COMPLETED, 67 MAKE A GRACEFUL EXIT. DON'T HANG AROUND. 68 IT COULD BE COUNTERPRODUCTIVE. THE EMPLOYER MAY BE IRRITATED WITH YOU IF YOU WASTE HIS TIME WITH SMALL TALK. HE MAY EVEN FEEL THAT YOU ARE OVERSELLING YOUR PRODUCT. 69 AND WORST OF ALL, HE COULD CHANGE HIS MIND. 70

HERE ARE THE SALES APPROACH'S SEVEN STEPS ONCE AGAIN. FOLLOWING THIS METHOD WILL PUT THE ODDS IN THE VOLUNTEER'S FAVOR FOR A SUCCESSFUL INTERVIEW.

WHERE DOES ONE FIND EMPLOYERS WHO MIGHT BE RECEPTIVE TO HIRING THE HANDICAPPED? 71 VOLUNTEERS CAN FIRST TALK TO THEIR OWN BOSSES, AS WELL AS THOSE OF THEIR FRIENDS AND RELATIVES. MEMBERS CAN ALSO APPROACH THE MANAGEMENT OF BUSINESSES THEY PATRONIZE. 72 73 SPEAKING ENGAGEMENTS WITH PROFESSIONAL ORGANIZATIONS AND OTHER BUSINESS GROUPS ARE A GOOD WAY TO REACH A LARGE NUMBER OF EMPLOYERS. 74 IN THE NEWSPAPERS, WANT-ADS AND THE BUSINESS SECTIONS CAN GIVE CLUES TO WHERE NEW JOBS ARE AVAILABLE.

75
WHEN VOLUNTEERS INTERVIEW EMPLOYERS, IT'S IMPORTANT FOR THEM
TO REMEMBER THAT BUSINESS PEOPLE ARE INTERESTED IN PRODUCTIVE
76
AND DEPENDABLE WORKERS. MENTALLY RETARDED EMPLOYEES CAN
HELP AN EMPLOYER MAKE HIS DEADLINES AND GET THE JOBS DONE.

77
AND, OF COURSE, THE PERSONAL BENEFITS FOR THE MENTALLY RETARDED
78
PERSON ARE IMPORTANT. WHEN ONE CAN EARN A LIVING, AND WORK
IN A JOB OF HIS CHOICE, LIFE HAS MORE MEANING -- IT HOLDS
79
PROMISE.

SEVEN BASIC STEPS IN THE SALES INTERVIEW

Step 1: Identifying the Customer's Needs

Step 2: Getting Agreement on Needs

Step 3: Showing How Your Product Meets Customer Needs

Step 4: Listing Additional Benefits

Step 5: Closing

Step 6: Handling Objections

Step 7: Knowing When to Leave

Activity VIII: ANALYZING A SALES PRESENTATION

Purpose: To give participants an opportunity to apply their newly acquired knowledge of the seven-step sales approach by analyzing and evaluating a simulated sales interview.

Steps for Trainer:

step one - Introduce the activity.

step two - Play the audio tape "Simulated Sales Interview."

step three - Read the instructions for the activity aloud (Handout JDW-10), asking the participants to read along silently.

step four - Distribute the interview transcript (Handout JDW-11) and have the small group spend 30 minutes analyzing its contents.

step five - Allow a representative of each group four or five minutes to present his or her group's analysis.

step six - Distribute Handout JDW-12, which identifies some of the strengths and weaknesses of the salesperson's technique.

step seven - Allow time for questions and discussion.

Materials:

- Handout JDW-10 (Analyzing a Sales Presentation)
- Handout JDW-11 (Transcript of Simulated Interview)
- Handout JDW-12 (Annotated Transcript of Simulated Interview)

Total Time: 80 minutes

SMALL GROUP ACTIVITY: ANALYZING A SALES PRESENTATION

Introduction to Activity

One effective way of practicing and testing out a new set of interpersonal skills -- such as making a sales presentation -- is through some type of simulation activity. There are a variety of simulation approaches that can be used -- role playing, specially designed games or observation of a session recorded on audio or video tape.

At this time, we're going to engage in a simple simulation exercise dealing with the sales interview. Please turn to Handout JDW-10 in your materials packet, and read along silently with me while I go through the instruction for the activity.

> Once the participants have turned to Handout JDW-10, read it aloud to them and ask the group if they have any questions about their task. Play the taped interview segment, and then distribute a copy of Handout JDW-11 to each participant. Tell them to begin the activity, and "start the clock" at this point.
>
> Participants usually become quite involved in this type of task and frequently lose track of time. It is, therefore, helpful to remind them when they have 15, 10 and 5 minutes left.
>
> When 30 minutes have elapsed, allow a representative of each group a maximum of 5 minutes to present a report to all participants. After the last report has been given, distribute Handout JDW-12, which identifies some of the strengths and weaknesses in the salesperson's approach. It is likely that the group will have identified most or all of these errors. Spend a maximum of 10 minutes reviewing JDW-12 with the participants. Conclude the activity with the following brief comments.

Before we started the small group activity, I mentioned that role playing was an excellent way of trying out, or practicing new interpersonal skills. Role playing can be a good learning experience for all of those who are involved. By taking the part of a salesperson, you have an opportunity to get feedback from your peers concerning the strengths and weaknesses of your presentation. It's a great way to polish your skills by testing them in a non-threatening situation where it's O.K. to make mistakes. The individuals who are observing also have a good opportunity to learn through analyzing the approach that's being taken and trying to pinpoint its positive and negative aspects.

We don't have time to get into role playing during this workshop. However, I suggest that those of you who do plan to become involved in the sales end of job development get together for a few role playing sessions at a later date.

ANALYZING A SALES PRESENTATION

Purpose of Activity

You have been introduced to a seven-step approach to conducting face-to-face sales interviews, and given some additional suggestions for making an effective presentation. The purpose of this activity is to provide you with opportunity to apply your new knowledge by analyzing a simulated interview.

Procedure

In a few minutes, you are going to hear a tape recording of a brief simulated sales interview. Listen carefully for some of the strong and weak points in the ARC volunteer's approach to the prospective employer.

When the tape is finished, each of you will be provided with a verbatim transcript of the session. You will then spend 30 minutes in your small groups identifying the strengths and the weaknesses of the volunteer's sales presentation. At the end of the 30-minute time period, a representative of your group will be asked to give a brief report of your analysis.

Please work quickly and efficiently, as we will stick to the half-hour time limit.

*****

TRANSCRIPT OF SIMULATED INTERVIEW

ARC Volunteer: Hi, I'm Bill Jones of the Association for Retarded Citizens.

Employer: Oh, hello. I'm Betty Johnson, owner of the Happy Times Restaurant. It's nice to meet you.

V: Thanks. I really like your office; that's a most attractive painting.

E: Thank you. I bought it in France.

V: Really lovely....Is this a convenient time for you to spend about 15 minutes with me?

E: Sure. I'm very busy but I can always spare 15 minutes.

V: I wonder if I said something on the phone that stirred your interest?

E: Well, I really don't remember exactly, but you mentioned personnel problems, and I sure have some of those.

V: I believe I may be able to help you in that area. What I'd like to do is identify some of your current needs in the personnel area, show you how we may be able to meet some of those needs and then discuss how your company might benefit. Is that O.K. with you?

E: All right.

V: So, what are some of your personnel problems?

E: We have constant turnover at the lower levels -- janitors, cooks' assistants, waitresses -- you know, they're always leaving.

V: O.K....anything else?

E: There's a high rate of absenteeism and lateness, and it really plays havoc with our scheduling. And, sick leave is way too high!

V: I see...any other problems in the personnel area?

E: That's about it.

V: O.K. As I see it, then, you need employees who will stick with the job, be punctual and have a good attendance record. And I know that I can help you meet this need.

E: Really?

V: Mentally retarded workers want to do a good job and deserve a chance. They are more punctual and have better attendance records and lower turnover than the non-retarded worker. I'm sure they would work out really well in your company.

E: Well, I don't know...

V: Really; all they need is a chance and their performance will speak for itself!

E: I guess that may be true, but I'm just not very comfortable about it...

V: Let me bring one of our retarded young men to meet you, so you can judge for yourself.

E: Well, I'm really concerned about hiring someone who is accident-prone. I can't afford higher insurance premiums.

V: You don't need to worry about that. The accident rate for retarded people is less than for non-retarded workers. Do you have any other concerns?

E: No, I guess not. That's information I didn't have and it makes a difference.

V: You know, people have a lot of negative ideas about retarded people. For instance...

E: O.K., well, I'll think about it...

V: I would like to have you meet one of our candidates who is job ready. When could I schedule an appointment for you next week?

E: Let me think, I...

V: Some of our retarded people are hardly noticeable, they really look normal.

E: Oh...all right. How about nine o'clock on Monday morning?

V: Great. We'll be here. I know you'll be well pleased. I'll bring Joe, a great guy who's overcome a bad limp so that it's hardly noticeable.

E: Limp? Oh, well, I don't know... I think I'd better clear all this with my maitre d'. Let me call you when I've reviewed this with him.

TRANSCRIPT OF SIMULATED INTERVIEW

ARC Volunteer: Hi, I'm Bill Jones of the Association for Retarded Citizens.

Employer: Oh, hello. I'm Betty Johnson, owner of the Happy Times Restaurant. It's nice to meet you.

V: Thanks. I really like your office; that's a most attractive painting.

Good: positive stroking to establish rapport.

E: Thank you. I bought it in France.

V: Really lovely....Is this a convenient time for you to spend about 15 minutes with me?

Good: starting front-end contracting reduces prospect's anxiety and concern.

E: Sure. I'm very busy but I can always spare 15 minutes.

V: I wonder if I said something on the phone that stirred your interest?

Good: invites prospect to identify need or positive reaction.

E: Well, I really don't remember exactly, but you mentioned personnel problems, and I sure have some of those.

V: I believe I may be able to help you in that area. What I'd like to do is identify some of your current needs in the personnel area, show you how we may be able to meet some of those needs and then discuss how your company might benefit. Is that O.K. with you?

Good: front-end contracting -- sets stage and gets early agreement.

E: All right.

V: So, what are some of your personnel problems?

E: We have constant turnover at the lower levels -- janitors, cooks' assistants, waitresses -- you know, they're always leaving.

V: O.K....anything else?

E: There's a high rate of absenteeism and lateness, and it really plays havoc with our scheduling. And, sick leave is way too high!

V: I see...any other problems in the personnel area?

E: That's about it.

V: O.K. As I see it, then, you need employees who will stick with the job, be punctual and have a good attendance record. And I know that I can help you meet this need.

Good: summarizes needs.

Error: does not get agreement on needs.

E: Really?

V: Mentally retarded workers want to do a good job and deserve a chance. They are more punctual and have better attendance records and lower turnover than the non-retarded worker. I'm sure they would work out really well in your company.

Error: unrealistic assumption.

E: Well, I don't know...

V: Really; all they need is a chance and their performance will speak for itself!

Error: fails to describe benefits to company.

E: I guess that may be true, but I'm just not very comfortable about it...

V: Let me bring one of our retarded young men to meet you, so you can judge for yourself.

Error: closes prematurely as prospect is voicing doubts. She still has not agreed to needs nor seen company benefits.

E: Well, I'm really concerned about hiring someone who is accident-prone. I can't afford higher insurance premiums.

V: You don't need to worry about that. The accident rate for retarded people is less than for non-retarded workers. Do you have any other concerns?

Error: fails to acknowledge validity of concern expressed in the objection.

Good use of negative inquiry -- invites prospect to voice all objections and prepares way for close.

E: No, I guess not. That's information I didn't have and it makes a difference.

V: You know, people have a lot of negative ideas about retarded people. For instance...

Error: should close, not prolong needlessly and offer opportunities for new objections.

E: O.K., well, I'll think about it...

V: I would like to have you meet one of our candidates who is job ready. When could I schedule an appointment for you next week?

E: Let me think, I...

V: Some of our retarded people are hardly noticeable, they really look normal.

Error: should remain silent after close and let prospect think and decide. Also introduces potential basis for additional objections.

E: Oh...all right. How about nine o'clock on Monday morning?

V: Great. We'll be here. I know you'll be well pleased. I'll bring Joe, a great guy who's overcome a bad limp so that it's hardly noticeable.

Error: shut up and leave after successful close. Do not introduce anything new relative to the sale or you might "buy it back."

E: Limp? Oh, well, I don't know... I think I'd better clear all this with my maitre d'. Let me call you when I've reviewed this with him.

Activity IX: HANDLING OBJECTIONS

Purpose: To provide some suggestions for a critical part of the sales presentation -- handling objections.

Steps for Trainer:

step one	-	Give the introductory presentation.
step two	-	Have the full group spend 10 minutes identifying potential objections. One trainer should jot key words down on newsprint while the other trainer moderates the discussion.
step three	-	Have the full group spend the next 10 minutes coming up with responses to some of the objections.
step four	-	Give the concluding comments.
step five	-	Allow about five minutes for questions.

Total Time: 35 minutes

HANDLING OBJECTIONS

One of the most crucial parts of our seven-step sales technique involves handling objections. It's safe to assume that most employers will surface some concerns about hiring persons who are mentally retarded. After all, they've most likely been exposed to many of the myths and misconceptions that are so common in our society. Let's face it -- if they didn't have some serious reservations, they'd probably have retarded people on their payroll. So, the way that you deal with an employer's objections can be a critical factor in determining the outcome of your sales presentation.

To be effective in handling objections, you must listen to what the employer is saying, and acknowledge the validity of the concern expressed or implied in an objection. This is not the same as agreeing with the objection itself.

For example, assume for a moment that you're meeting with a service station owner who is experiencing high turnover among his attendants. But, when you point out some of the plusses of hiring retarded people, the employer objects by saying, "That's all well and good. But, I can't afford to have people who look peculiar and act strangely coming in contact with my customers!"

Rather than immediately trying to counter this objection, you should acknowledge the validity of the concern that it reflects by saying something like, "Well, Mr. Smith, I can certainly understand why you're concerned about the kind of

impression your employees make on the people who come to your station." By using this technique, you're showing the employer that you <u>are</u> sensitive to his legitimate concern with the image that's created in the minds of his customers. <u>Then</u> you can deal with the objection itself.

In addition to listening effectively and acknowledging the concerns reflected in an objection, you will usually want to use probing questions to be sure that you really understand what's bothering the prospect. I say "questions" because it will often take more than one probe to get to the heart of the problem. Once you have a clear fix on the objection, you're in a position to deal with it through persuasion. So, the sequence goes something like this: listen, acknowledge, probe, listen, probe and persuade.

Here are a few pointers to keep in mind in dealing with objections.

Don't fear objections. They usually reflect interest, and are thus a <u>positive</u> sign. Remember what was said in the slide show, "Selling Ideas/Getting Jobs": When a car salesman finds a customer saying she doesn't like the color of the model she's looking at, she's <u>hooked</u>!

View objections as misconceptions. They often reflect a lack of information rather than an unwillingness to hire a retarded person.

Also, be sensitive to the employer's mood and take it into account when you're responding.

When an objection is raised, don't argue. Hear the employer out and respond in a constructive manner.

It's also important to be tactful. Being assertive is one thing, but if you're seen as pushy, abrasive or obnoxious, you're sure to "queer the deal."

And, be confident. If you're friendly and positive, it's likely that the employer will be too. In addition, you certainly know your "product." What's needed is a lot of homework so that you're organized and ready to respond to some of the objections that may be raised.

Finally, don't take rejection personally. Some employers simply may not be ready to make a commitment. That doesn't mean that they are rejecting you or mentally retarded people.

Now let's spend a few minutes looking at some of the potential objections that a prospective employer might raise. In this activity, we'll all work together rather than in our small groups.

To start things off, let's identify some of the objections that an employer might raise in a face-to-face meeting. As you call out the objections, I'll jot them down on newsprint.

Let's take a "brainstorming" approach, and list as many objections as we can in the next 10 minutes. We won't take the time to evaluate the validity of any of the objections, even if they sound a bit "far out." The odds are that if it occurs to one of you, some employer will

probably surface it.

Let's begin.

> One of the trainers should moderate the session while the other trainer puts key words or phrases on the newsprint. If someone suggests an objection that's identical or very similar to one that's already been listed, simply put a check by the original.
>
> Keep track of time and proceed with the second part of the activity when ten minutes have elapsed.

That's quite a list!

Now let's spend 10 minutes seeing how we might respond to some of these objections. Since we won't have time to discuss all of them, I'll leave it up to you to pick the ones you want to address. If someone disagrees with a proposed response, feel free to chime in. However, let's not spend a lot of time arguing or debating about any single item on the list. We want to maintain our pace and cover as many of the objections as we can in the next ten minutes.

Who wants to start?

> As someone selects an objection to respond to, circle or underline it on the newsprint. Don't try to write down the responses, since that would slow down the process considerably.
>
> Keep the group moving, and conclude the activity when 10 minutes have passed.

That's great!

The purpose of this activity was to get you thinking about the great variety of objections that employers may throw at you. As we mentioned earlier, before you contact an employer, it is important to spend time identifying as many possible objections as you can. Then, come up with strong responses and develop a series of objection cards.

You'll find some of the more common objections that employers raise and basic responses to them on pages 18 and 19 of Making Job Opportunities for Mentally Retarded People a Reality.... As we just saw, there are many more that may surface. The key to success in handling them is homework!

*****

Activity X: GETTING STARTED

Purpose: To discuss basic considerations involved in establishing an Employment Committee, and to obtain post-training commitment and confidence ratings.

Steps for Trainer:

step one - Give the presentation on considerations in setting up an Employment Committee.

step two - Allow a few minutes for questions.

step three - Ask the group to complete the post-training portion of the Participant Rating Form (Handout JDW-13) and to give their commitment and confidence ratings. One of the trainers should record the ratings and compute group averages during the first part of the next activity.

Materials:

- Handout JDW-13 (Post-Training Participant Rating Form)

Total Time: 25 minutes

GETTING STARTED

So far, we've covered a variety of job development strategies, with emphasis on "selling" individual employers on the idea of hiring retarded people. Now let's spend a few minutes talking about how we can go about starting a dynamic job development program in our Association.

The first step is to organize an effective Employment Committee. To get things rolling, one or more of us can make a recommendation to our President or Board of Directors. In doing so, it's important to be specific about the kind of committee we want to put in place.

First, we will need to have a working committee. We cannot afford to have members whose participation is limited to attending meetings.

The Committee should include members of our Association who have good business contacts. However, any ARC member who has a positive attitude toward the work potential of mentally retarded persons, the ability to communicate effectively with businesspeople and a willingness to "roll up his or her sleeves" and go to work can make a significant contribution.

We also want to involve other businesspeople or leaders in the community who are committed to our goals and willing to help. And, we need to include vocational rehabilitation professionals who serve our area. They have considerable expertise to offer, and they can help to ensure that we

coordinate our efforts with relevant agencies and programs which are involved in job development and placement.

I want to stress the importance of this kind of coordination and cooperation. If you have any doubts about what I'm saying, just put yourself in the shoes of a busy employer who's being bombarded with requests to hire retarded persons from a variety of different sources. Even the most patient individuals will eventually become negative and resistant if they feel that they're being harassed!

So, it's important that our Committee members view themselves as part of a team which includes other agencies and professionals who share our commitment to helping people who are retarded find jobs. In addition to close coordination, this kind of teamwork requires mutual support and respect. Without these critical ingredients, everybody stands to lose -- particularly the retarded men and women on whose behalf we're all working.

There is a detailed discussion of committee composition and responsibilities in Making Job Opportunities for Mentally Retarded People a Reality..., so I won't go into a lot of specifics at this time. However, there are a few more points that I'd like you to think about.

As our Committee becomes organized and defines the scope of its activities, it's important that the members have realistic expectations and set realistic goals. Nothing can dampen enthusiasm like inactivity, but overwhelming,

unachievable goals can quickly lead to frustration and loss of interest.

Once the Committee becomes established, I suggest that all members receive training in the sales approach that we've presented in this workshop. Even if they don't plan to become directly involved in face-to-face "sales," they'll get a good feel for what their fellow Committee members are doing.

If we decide to establish an Employment Committee, it's important to get off to a strong start and to maintain our momentum. This means that the members must not only be enthusiastic, but also comfortable and confident about their ability to "sell" employers.

On several occasions, we've referred to three common fears which, at some time or other, plague all salespeople -- fear of the unknown, fear of rejection and fear of failure. We've also pointed out how these fears can be debilitating, and lead to procrastination and "call reluctance."

How do successful salespeople overcome these fears? Here are a few pointers that should be helpful to you.

Recognize that fear is normal. It doesn't mean that you're not cut out to be an effective salesperson.

Also, give yourself the right to make mistakes. Everyone makes them and you will too. Rather than castigating yourself about these errors, try to see them as negative feedback that you can use constructively in shaping and refining your sales approach.

And, don't get "hung up" on failures. Distinguish between your role as a salesperson and your identity as a person. In other words, don't equate failing in some of your sales efforts with "being a failure."

Here's an important one -- set realistic goals. Don't expect to be an overnight sensation, and don't expect one hundred percent success.

A trick that some salespeople use is to write their immediate goals -- the exact behaviors they want to develop -- on 3"x5" "Personal Affirmation Cards." They carry the cards with them, or put them where they can be easily seen -- on the bathroom mirror or on the sunvisor of their car -- and read them at least three times a day. While looking at the cards, they visualize themselves carrying out the new behaviors. It works for some people, and it may work for you.

In addition to setting realistic goals, Employment Committee members should develop ways of rewarding themselves as individuals and rewarding the group as a whole when you achieve your targets. Be imaginative. There are a lot of things that you and your fellow Committee members can do that will be fun and rewarding, but not cost you an arm and a leg.

Finally, when you experience problems, feel free to discuss them with other members of your Committee. You'll find that sharing problems is likely to result in sharing solutions as well.

Now that we've gone through our three-phase sales approach -- identifying prospects, getting appointments, and making sales presentations -- let's see how we stand in terms of commitment and confidence.

We're going to distribute another rating form for you to complete. I'll then ask each of you to give your scores, and we'll compute the group averages while looking at a film that I think you're going to enjoy.

> Distribute Handout JDW-13, give the participants two or three minutes to complete their ratings, and then ask them to call them out. One of the trainers should record the ratings and compute group averages while "The Hidden Resource" is being shown.

Activity XI: "THE HIDDEN RESOURCE"

Purpose: To conclude on an upbeat note with a film illustrating the diversity of jobs retarded people can successfully fill, and to compare the group's pre- and post-training commitment and confidence ratings.

Steps for Trainer:

step one - Introduce "The Hidden Resource."

step two - Show the film.

step three - Compare the pre- and post-training group averages.

step four - Give the closing presentation, thank the participants and adjourn the workshop.

Materials:

- Handout JDW-14 (The ARC National On-The-Job Training Project: How to Use It)

Total Time: 25 minutes

INTRODUCTION TO THE FILM, "THE HIDDEN RESOURCE," AND CLOSING COMMENTS

Introduction to Film

We've talked about the need to be creative in identifying a variety of meaningful job options for retarded people in our community. After all, our retarded friends differ greatly in terms of their interests, skills and aptitudes.

Before adjourning, I'd like to show you a film produced by the ARC National Research and Demonstration Institute in conjunction with the U.S. Department of Labor. It's one of the audio-visual resources that we can use in job development efforts. It also illustrates that there is a wide range of jobs that retarded people can successfully fill.

> Darken the room and show "The Hidden Resource." Then turn up the lights and give the average commitment and confidence ratings.

As you can see, there are a variety of jobs that people who are retarded can successfully fill. And, there are thousands of employers across the country who are as enthusiastic as the individuals who appeared in the film.

Now let's take a look at the pre- and post-training ratings.

> Give the pre- and post-training commitment and confidence averages and ask the participants to record them in the spaces provided on Handout JDW-13. Then take a minute or two to discuss any changes that

occurred in the group averages. You may not see any dramatic shift in the commitment ratings. The group probably had a reasonable degree of interest and commitment in the first place or they wouldn't have taken the time from their busy schedules to attend the session. Hopefully, any change that does occur will be in a positive direction.

Any change in the average confidence ratings will probably be more significant. An increase shows that the group now feels more comfortable with their ability to use systematic sales techniques. But, don't let a drop in confidence ratings case a pall on the workshop. Point out that you covered a lot of ground and presented a series of approaches that were probably new to most members of the group. Encourage them to study the workshop handouts and Making Job Opportunities for Mentally Retarded People a Reality..., and to contact you after the workshop if there are things that they don't understand. Emphasize the importance of starting an effective volunteer job development program, and encourage the participants to take a leadership role in this effort.

Conclude the workshop with the following presentation.

In deciding if we want to start a volunteer job development program, it's important to realize that we won't be operating in a vacuum. There are a number of supportive activities going on which will reinforce our message, and there are resources available through the ARC National Headquarters that we can call on.

For example, the ARC national On-The-Job Training Project sends OJT Information, a brief newsletter published ten times a year, to key executives in over 2,000 of the largest corporations in our country. This keeps the advantages of hiring retarded people on the corporate front burners.

The ARC, the President's Committee on Mental Retardation and the President's Committee on Employment of the Handicapped are all committed to increasing employment opportunities, and carry out a number of activities in support of this goal. So do mayor's and governor's committees on employment of the handicapped. The ARC/PCEH Employer of the Year Awards are another concrete program we can capitalize on.

As indicated in Handout JDW-4, there are a number of printed and audio-visual materials available from our National Headquarters and other agencies. We can use them in presentations to prospective employers.

And, as we saw in the slide show on sales techniques, the reimbursement available to businesses through the ARC's national OJT Project is an incentive that we can use in making a "close" with an employer. The OJT Project's reimbursement formula and a list of its field offices are presented in Handout JDW-14. The OJT Project field staff and our national Research and Demonstration Institute can also assist us by answering questions and advising us on how to overcome problems.

The task of developing new job opportunities is, without question, a challenging one. However, if we can approach it with the commitment and enthusiasm that has been characteristic of the ARC movement, it will prove to be an extremely rewarding experience for us and for the retarded men and women in our community.

I want to express my appreciation to each of you for attending this session. You've been a hardworking and fun group. I hope that what you've learned can now be translated into a dynamic volunteer job development program.

Thank you.

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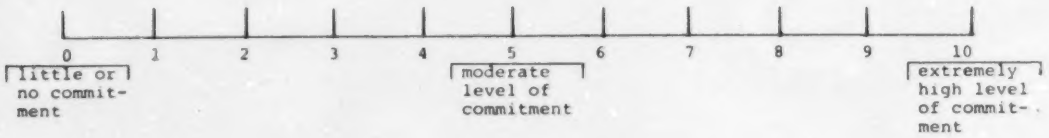
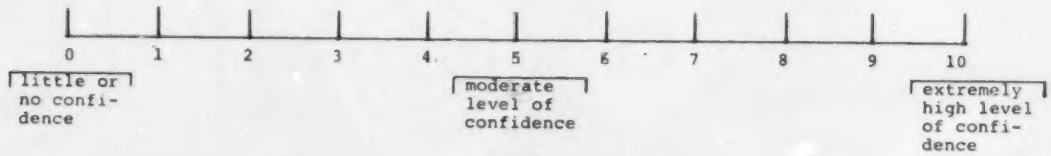
POST-TRAINING PARTICIPANT RATING FORM

Now that you've completed the training portion of the workshop, please complete the rating scales by circling the number that best reflects your current level of commitment and confidence. Your trainers will give you the pre- and post-training average ratings for the group so that you can record them in the spaces provided.

What is your level of commitment to creating job opportunities for mentally retarded people?



What is your level of confidence in your ability to "sell" employers on hiring retarded people?



Group Averages

Commitment: ☐ Pre-Training ☐ Post-Training

Confidence: ☐ Pre-Training ☐ Post-Training

THE ARC NATIONAL ON-THE-JOB TRAINING PROJECT

How to Use It

Many employers will be more than happy to give people who are mentally retarded a chance to prove their worth in the competitive job market. However, in some instances you may need to offer the employer an extra incentive in order to "close the sale." One such incentive may be available through the ARC's national On-The-Job Training (OJT) Project.

How the Project Works

The OJT Project is part of the ARC National Research and Demonstration Institute. Its purpose is to promote meaningful employment of mentally retarded persons by business and industry. One of the ways that the Project accomplishes this goal is by reimbursing employers a portion of the costs involved in training retarded men and women during their first few critical weeks on the job.

The reimbursement formula is a simple one. Retarded persons are hired at the same pay rate as their non-handicapped peers. Employers are then reimbursed one-half of the entry wage for the first 160 hours of employment and one-fourth of that wage for the second 160 hours.

Who is Eligible to Participate in the Project

In order for a trainee to be eligible for the Project's services, he or she must be:

- mentally retarded, with a full-scale IQ of 80 or

below, as measured by a standardized intelligence test;* and

- at least 16 years old; and
- unemployed for at least seven consecutive days, or officially enrolled in school; or
- working part-time but seeking full-time competitive employment.

The training site at which the mentally retarded individual is placed must also meet some general requirements:

- It must be the employer's intent for the trainee to continue as a regular employee after the training period. However, the employer always maintains the right of trainee selection and termination.
- The employer must pay the trainee no less than the current federal or state minimum wage, whichever is higher.
- The employer must hire the trainee on a full-time (a minimum of 35 hours per week) basis. The only exception to this is when the trainee is in his or her last year of school. In this case, the trainee must average 20 hours of employment per week.
- The employer cannot hire or permit the trainee to be supervised by an immediate family member.
- The employer cannot hire a trainee for a position

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*The 80 IQ ceiling is based upon the criteria used by many state vocational rehabilitation agencies.

supported by this program if a layoff status exists for the same or a substantially equivalent job.

There are, however, some types of businesses that cannot be reimbursed:

- federal agencies;
- sheltered workshops or other agencies which habilitate retarded persons;
- any facility used for sectarian instruction or as a place for religious worship, including religiously affiliated elementary and secondary schools; and
- businesses which operate only in certain seasons of the year.

In addition, persons working as power sewing machine operators in the apparel industry cannot be served by the Project.

How to Use the Project

As indicated, many employers will be willing to hire persons who are retarded without receiving the type of financial incentive offered by the OJT Project. This is fortunate, since Project funds are limited. In addition, OJT Project staff try to encourage as many "free" (i.e., non-reimbursed) placements as possible.

In approaching employers, we suggest that you not open with an offer to provide reimbursement through the OJT Project. You should, however, keep this "trump card" in your hand and "play it" if it appears that it will help you to close the transaction.

If you think that you may want to use OJT Project reimbursement to help you to sell an employer, you will first need to check with the OJT Project Regional Director serving your state to ensure that funds are available at the time. If you wish, you can call collect.

The addresses and phone numbers of Regional Directors and the states which they serve are:

REGIONAL DIRECTORS

Regional Director ARC-OJT 5707 Lacey Blvd. Suite 109 Lacey, Washington 98503 (206) 491-3141	Alaska, Idaho, Montana, Oregon, Washington
Regional Director ARC-OJT 401 S. Third Street Suite 312 Las Vegas, Nevada 89101 (702) 384-5988	Arizona, California, Hawaii, Nevada, Utah
Regional Director ARC-OJT 1621½ S. University Dr. Suite 202 Fargo, North Dakota 58102 (701) 235-4479	Minnesota, Nebraska, North Dakota, South Dakota
Regional Director ARC-OJT 2501 Avenue J Arlington, Texas 76011 (817) 640-0204	Colorado, Kansas, New Mexico, Oklahoma, Texas
Regional Director ARC-OJT 5522 University Avenue Madison, Wisconsin 53705 (608) 231-1468	Illinois, Indiana, Ohio

REGIONAL DIRECTORS (continued)

Regional Director ARC-OJT 5522 University Avenue Madison, Wisconsin 53705 (608) 231-1468	Iowa, Michigan, Wisconsin
Regional Director ARC-OJT 2815 Clearview Place Suite 500 Atlanta, Georgia 30340 (404) 458-8024	Alabama, Florida, Georgia, South Carolina, Tennessee
Regional Director ARC-OJT 99 Bayard Street New Brunswick, New Jersey 08901 (201) 246-2525	Connecticut, New Jersey, Rhode Island
Regional Director ARC-OJT 5602 Baltimore National Pike Suite 307 Baltimore, Maryland 21228 (301) 744-0257	Delaware, District of Columbia, Maryland, Pennsylvania
Regional Director ARC-OJT 31 Channing Street Newton, Massachusetts 02158 (617) 964-4080	Maine, Massachusetts, New Hampshire, Vermont
Regional Director ARC-OJT 6 North Sixth Street Suite 200 Richmond, Virginia 23219 (804) 649-9650	Kentucky, North Carolina, Virginia, West Virginia
Regional Director ARC-OJT P.O. Box 5093 Jackson, Mississippi 39216 (601) 362-7912	Arkansas, Louisiana, Mississippi, Missouri